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ABSTRACT

The Institute on Futurism and School Media Development, held at Western Michigan University, August 1974, presented 20 papers to 104 state leaders in educational media. The principal focus of the convention was the 1975 national guidelines for school media programs, "Media Programs: District and School," and several papers addressed themselves to an explanation and description of that document. There was an analysis of the Illirois library network system, the problems of networking, and its application to school media development. The principles of accountability in education were explored, and the failure of the new guidelines to provide for a means of ascertaining learning growth was examined. Other topics covered included the need for long range planning, establishment of future goals, the necessity for a restructuring of the library science curriculum, the expanding role of the media specialist, and techniques available for evaluation of media centers. (NR)

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Futurism and School Media Development

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March, 1975

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Introduction

The Institute on Futurism and School Media Development which was held at Western Michigan University August 11 - 17, 1974 brought together 104 state leaders in the field of educational media. For the most part, these leaders, representing forty-four states and two trust territories, either held state level media supervisory positions or were presidents or presidents-elect of state media organizations.

The Institute was planned to provide an opportunity for these leaders to (1) examine and study the forthcoming 1975 national guidelines for school media programs, Media Programs: District and School, (2) gain additional insights and skills necessary for implementing unified media programs at the state level, and (3) develop goals for providing leadership to local school systems planning to implement the new guidelines for media programs.

Many issues related to the future of school media program development were studied and discussed during the five days of the Institute. While consideration of the guidelines was a substantial and important part of the week's presentations and discussions, other concerns of future developments in school media programs were also given attention. Don Ely, Margaret Jetter, Mary Kingsbury, and John Belland focused on future trends in curriculum, school media program development, the roles and functions of the school media specialist, and modes of communication. As accountability, evaluation, and networking are relevant issues to media program development, a series of distinguished speakers addressed themselves to these topics.

The proceedings of the Institute are presented in this document with the hopes that they will make a meaningful contribution to the literature on school media program development.

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PROJECTIONS, PROBES AND PROBLEMS OF INSTRUCTIONAL MEDIA IN THE FUTURE

Prologue

The future of Instructional Media is a most difficult topic. Where does one begin? I'd like to take you through the cognitive map I explored as I prepared this presentation in order that you will understand the context from which I operate.

A basic premise:
The field of Instructional Media does not exist as an entity: it draws life only as it relates to the larger context of which it is a part. The larger context is education and larger yet our society.

The dilemmas faced in preparing this presentation were: (1) where to begin? (2) how global the discussion should be? (3) how to relevant to Instructional Media without making it the total focal point? and (4) how to relate futurism to the new standards.

The alternatives were overwhelming:

1. Review the vast literature on futures in general of which Toffler's Future Shock, Kahn and Wiener's The Year 2000 and Bell's Toward the Year 2000 are only 3 examples.
2. Select those future forecasts which impinge on education - genetic

manipulation, laser technology, man-machine symbiosis, increased lifespan, chemical manipulation of the brain, extrasensory perception, etc.

3. Describe societal trends - in population growth, in economic development, in governmental control, in technological developments.
4. Report the findings of several studies on the future of education, such as publications of the EPRC's at Syracuse and Stanford, Morphet's Designing Education for the Future and Worth's A Choice of Futures for the Province of Alberta's Commission on Educational Planning.

Where Do We Begin to Consider the Future?

There is no escape from the society in which we find ourselves. To consider the future of instructional media without the broader perspective is like wearing blinders. Therefore, we will briefly consider broad future projections.

But most of us will live our professional lives in the field of education. Therefore, we will emphasize educational futures.

The individuals attending this meeting are from the field of instructional media. Therefore, we will begin with where we are (and where we have been) and then return to a consideration of instructional media in the future in light of societal and educational futures.

My purpose is not to predict the future. No person or group can do that. My purpose is simply to help us all to recognize the changes that have occurred and are occurring - to help bring about the kind of understanding that may render the changes less painful; to warn of hazards along the way; and to attempt a few glimpses of what the future could be if we would but help to create it.

WHAT IS PAST IS PROLOGUE-OR IS IT?

We seem to be preoccupied today with a concern for the future. There has been a proliferation of publications dealing with the future over the past few years. There are series of films dealing with the future. Centers for the study of the future have been established. More and more professional meetings follow the theme of the future. Books have been written. Study commissions have been formed. Concern for the future is pervasive.

It's not so much that we haven't been concerned about the future in the past. We have always looked ahead and tried to estimate what is around the next corner. Future orientation has usually been based on the next two to

five years. (How many 5-year plans were created for developing nations?) The new emphasis, however, looks at the future as ten or more years away. The year 2000 is mentioned with some frequency.

To consider the future of one discrete field, such as instructional media, is becoming increasingly difficult. There are too many societal variables which impinge upon the field to look at it in isolation. On the surface it might seem simple to estimate what new inventions appear to be on the horizon, e.g., drugs to enhance learning, easy computer access, and lasers. The simplistic application is to ask what implications each new development might have for instructional media. This approach would be a serious error in my opinion. We certainly should have learned that educators over the decades have embraced each new technology and have tried to create a relationship between that technology and education. Just within this century we have heralded the motion picture, radio, television, programmed instruction, language laboratories, cable TV systems, computers, and satellite communications as significant new developments which would substantially alter the educational environment. In every case, for those applications which have been around long enough to be studied, the results have been far from those predicted and the effects on children's learning (which, after all, ought to be the sina quo non of our efforts) has been negligible.

The lack of significant results has probably stemmed from the disease I call media myopia - the belief that a single medium will provide answers to all educational problems. Our projections have fallen far short of the mark and our aspirations have been dashed only briefly enough to move on to a new medium which always seems to be appearing on the horizon. Today it's cable television and satellite communications and tomorrow it will be laser transmission and drugs for learning. Shouldn't we learn a few lessons from our past experience? Those who don't are doomed to relive the past! Perhaps the tools we have used to make our estimates were simply the wrong ones. Perhaps our focus on one medium, or even on one field, has caused a type of tunnelvision which excludes the rest of the world. Perhaps we have emphasized things first and diminished the importance of people and processes. Perhaps we have been reactive rather than proactive. A reactive person is one who sees something coming but waits for it to arrive. A proactive person is one who feels that something is coming and does something before it appears. The reactive person adjusts to the situation in which he/she is immersed while the proactive person helps to shape the situation in which he/she wants to find himself.

The more I consider the future of instructional media the more I believe that, if the goals of our field are attained, the field as a discrete entity will disappear. Consider our brief history. Our beginnings in the early part of this century were marked with a primary concern for educational products. Saettler calls this the "physical science" approach to instructional media. We were concerned about getting the right materials and equipment to the right place at the right time and, hopefully, helping the teacher to use them in the right way. Once the picture was on the screen, or the book was delivered, our job was done. The functions performed by professionals, many of whom were not trained in the field, were largely storage and retrieval administration, and public relations. Gradually there was a shift to a concern for the communication of ideas and we borrowed heavily from the communication theorists. At this point our materials and equipment were considered to be the carriers of the messages, but we still had to provide the support services to make the whole process work. It was natural in our evolution that some of the behaviorism of communications would have led to the consideration of operations research and systems. A note of credit should go to the learning psychologists who pioneered the programmed instruction movement in the late 1950's. Michael Eraut of the University of Sussex in England goes so far as to say that "...if programmed learning had initially been developed with texts rather than machines the term educational technology might never have been invented. Nobody would have seen the need for an umbrella title to include both audiovisual specialists and learning theorists." With each of these new dimensions the field began to form and to become what it is today - an amalgam of several disciplines and fields in an applied setting.

But another theme was emerging as well. As each new emphasis was developed and adopted, media began to be part of the process, and lost some of their uniqueness as vehicles for carrying information. Thus, in the communication paradigm, media became the channels which encoded messages for decoding by a receiver. The channels could not easily be separated from the entire process of communication. As programmed instruction developed, the medium was diminished as part of the process which structured learning based on behavioral objectives. It was usually quite an irrelevant matter whether the information appeared in book format, on a roll of paper passed through a machine, on a filmstrip or a motion picture, or in a computer storage bank. And with the development of instructional systems, the medium became <u>one component</u> of a series of ordered steps which assisted in the creation of an instructional system. The instructional system is not a medium or series of media, it is an ordered process of teaching

which uses a variety of formats in the presentation of information. What we have seen here is the gradual fading of media as dominant concerns of the professional and emergence of media in context. Current innovative departures in education today involve media in context, not media for the sake of media. For example, individualized instruction in its various manifestations depends upon media; alternative schools draw heavily upon community resources and the full spectrum of media; and so-called open education requires an arsenal of resources. The important thing to remember here is that media has assumed a role among other variables in many contexts.

As media begin to be parts of the larger whole, the roles of the personnel who deal with media must necessarily change. We still need delivery support systems which get the right materials and equipment to the right place at the right time but the professional is now able to delegate these responsibilities to staff people who work under his direction and do not need extensive professional preparation. The professional, at the same time, has to become familiar with the broader context in which he must operate and therefore has to have professional education and experience which will permit him to work effectively in this new environment. Those who have grown up in the field and have not done their homework are being relegated to more insignificant positions with less influence and consequent bitterness and paranoia. Those who have done their homework and those who have just recently completed professional education programs which emphasize systematic instructional development from a largely behavioral point of view are the ones who seem to be emerging as leaders and who are making a difference. Keep your eyes on these people since they will chart the future of the field.

So much for the past and the context. On to the future!

Ways of Looking at the Future

There are a variety of approaches which are used to view the future. (You may wish to embrace one or more of them during this presentation and later on in the week.)

1. The Passive Observer - this individual sits back and lets the future happen to him. The passive observer feels adaptable to any situation in which he finds himself.
   His motto: "Que sera, sera."
2. The Extrapolator - this individual puts her finger to the wind two or three times and on that basis draws the curve. Even though the

data are based on discrete events she feels safe in making the projections. The most frequent result is more of the same. Her motto: "Bigger is better."

3. The Crystal Ball Gazer - this individual is usually creative and comes up with fantasies of the future. Science fiction writers fit this category. The crystal ball gazer is a future historian who prepares scenarios for 1985 and 2001. There is just enough truth to make his projections seem very plausible. His theme song is "Fly Me to the Moon". (Here is an example of one crystal ball gazer's projection in 1939.)
4. The Synthesizer of Indicators - this person carefully studies related developments in science, technology and society and makes estimates of future cultures. The fields of social psychology and anthropology contribute to this category. Motto: "The future isn't what it used to be." (Here is an example of how these synthesizers piece together indicators to make future projections.)
5. The Scientific (or Pseudo-Scientific) Investigator - this person uses accepted research methodologies to come up with her forecasts. The Delphi technique is the sina quo non for gathering data but other "accepted" approaches are used. Her motto: "When you don't know what to do, gather data."
6. The Proactive Participant - is really quite different from the previous types since any but the first type of individual could possess this quality. The proactive participant is one who would help to make the future happen. This person is able to set goals and deliberately move toward them. The proactive participant is the exact opposite of the passive observer. Motto: "If I can't find a way, I'll make one."

My hope is that each of you will embrace the approach of the proactive participant. It is imperative that each of us remembers that the individual is responsible for what happens in the future, no matter what has happened in the past.

Methods for Studying the Future

Traditionally planners have relied upon quantitative projections of past trends to establish the parameters of the future. This approach has two problems:

(1) In a world where the basic values of society seem to be changing at

an accelerating pace one might expect substantial discontinuities which could make the future significantly different from the past.

(2) Extrapolations from past trends do not help when one is forecasting the adoption of new and unfamiliar systems.

For these reasons qualitative methods of forecasting are necessary. Two such methods are available to the futurist today - these are scenario writing, in which the forecaster, either individually or with the aid of a group, interprets the results of the cross impacts of all the relevant known variables and creates a scenario (or alternative scenarios) of the future world. The second qualitative method is the Delphi technique. With the Delphi method a panel of individuals, who are knowledgeable in the area to be explored, forecast likely developments in that field. The distinguishing feature of the technique is that it relies upon several rounds of questionnaires to explore the views of the panel with statistical data and summaries of views of the other panelists being fed back to individual participants after each round. This procedure creates a modified form of group interaction and exchange of views. At the same time, it removes many of the counter-productive elements present in face to face meetings such as the effect of status, group pressures to conform to majority opinion, the persuasive and dominant personality whose views may be quite wrong, and many other interpersonal variables. It replaces these influences with some distinctly different characteristics - notably anonymity, iteration and controlled feedback - all of which tend to foster calm, contemplative consideration of the issues. Reasonably comprehensive evaluations of the technique have found that it is a significant improvement over normal group meetings both in terms of arriving at a group consensus and in improving the accuracy of group forecasts.

Much of the information gathered for this presentation was generated by these two methodologies.

The Future Society

My personal synthesis of the future's literature indicates the following projections, trends and forecasts:

1. There will be a 25% population increase in our nation by the end of the century with a higher percentage of people under 25 years of age
2. 80% of the population will live in urban areas by 1980 (vs 70% now) increasing to 90% by 2000
3. Per capita income will increase but buying power will not increase

proportionately since inflation will reduce effective income. Gross national product will increase by 50% by 2000.

4. The influence on our lives of religion, work, marriage and the family will decline in the future. The decline will be balanced by increasing sensitivity to human relationships and increasing individual involvement and participation in all aspects of society
5. Mental illness, crime, drug abuse and alcoholism will increase
6. Tensions between groups will increase - non-white-white; rich-poor; faculty-student; and especially young-old. The greater proportion of the young will question leadership control in the hands of the older population.
7. Advances in technology will continue in nearly every arena of society but will be more noticeable in developing nations where modernization and industrialization will increase.

On Change

One of the most frequently used words in all the futures literature is change. Many futurists see the institutionalization of change. To me, the understanding of the change process and the ability to cope with it and manage it is so basic to our personal and professional future, that it is a hollow exercise to go further without some consideration of this process.

When we pursue a new goal, the result is perceived as sufficient if we succeed. When a similar goal is pursued later, we tend to repeat our successful strategy. We develop habits on the basis of successful strategies. As habits form, the actions we take are less and less open to change. As we get older we carry our habits with us into our future and we are less open to alternative ways of behaving because we have an investment in our habits.

If we are to have a future qualitatively different from the past, we must concern ourselves with discarding our once-sufficient habits. There can be no alternative futures if the future is perceived as linked to the past. As new ideas, products, processes and concepts confront us, our habit barriers inhibit consideration of the innovations.

A central problem is - how much change the human can accept and assimilate and the rate at which he can take it. Can he keep pace with the ever-increasing rate of technological change alone, or is there some point at which the human organism goes to pieces? Can he leave the habits and static guidelines which have dominated his past and embrace new ways - which will be required for

survival?

It always seems easy to identify those who are resisting change, but difficult for us to see the barriers in ourselves. Don Williams, to whom I owe much for my own professional development, often admonished me to calm down when I observed the laggards. He said: "Eventually they will die off and then change can begin". But if they don't die - and genetic research appears to be leading to this intriguing eventuality - how will old ideas and old habits disappear? Will we be able to change if habits don't disappear with the demise of the people who hold them?

Carl Rogers sees the hope for coping with change through therapy, intensive encounter groups and in dynamic organizations. He says:

> It is the magnetic attraction of the experience of change, growth and fulfillment. Even though growth may involve intense pain and suffering, once the individual or group has tasted the excitement of this changingness, persons are drawn to it as a magnet. Once a degree of actualization has been savored, the individual or the group is willing to take the frightening risk of launching out into a world of process, with few fixed landmarks, where the direction is guided from within.

This is one way of beginning to prepare ourselves for the future. There are other ways. Consider them!

The Future of Education

Those who have ventured to posit future developments in education tend to reflect the societal changes of which education is but one dimension. A period of change in education is forecast during which concepts, curricula, methods and the role of the teacher in the educational process will alter steadily over the next twenty-five years.

1. There will be increasing <u>access</u> to educational opportunity. Massive improvements in programs for the culturally deprived will be instituted. (ACCESS)
2. There will be greater <u>diversity</u> of post-secondary education causing a restructuring of higher education. Demands for continuing education to meet changes in industry and the professions will create opportunities for individuals to acquire new skills and competencies without classroom attendance and constant teacher interface. (DIVERSITY)

3. Educational coalitions will emerge. Community resources will combine with schools to offer integrated work-related experiences. Institutions and schools will develop more consortia and regional service centers to offer resources that one institution alone could not offer. Multiple use of community facilities for education, health, government and communications will increase. (COOPERATION)
4. There will be greater participation in planning and operating educational programs. Citizens and parents will demand more direct influence on curricula, methodology and school expenditures. Educational goals will be jointly developed by parents, educators and learners. These goals will reflect the perceived needs of individual learners. (PARTICIPATION)
5. Greater openness to change and experimentation will foster a greater willingness to employ technology as it becomes more integral to the process of teaching and learning. But, this technology must meet certain design criteria. Specifically, it will have to be capable of fostering self-expression, involvement in the learning process, individualization of instruction, and it will have to ensure that school work is more rewarding. (ACCEPTANCE OF TECHNOLOGY)

These are only a few of the many trends which are on the horizon. They appear to be the most salient trends, but others can and should be added.

The Future of Instructional Media

It would seem logical at this point to provide a list of trends for our field, but isn't that the purpose of this leadership conference? I believe that it is your job, and mine, to help create that future. We need to become the proactive participants in this process. This conference should not start by examining where we are now and then how much can realistically be achieved. Rather, it should first look for the ideal and then examine how we can bridge the gap between the present actuality and the ideal. (Perhaps the new standards will provide the ideal goal.)

Let me suggest an agenda for this conference an outline developed by Dr. Walter Worth for the Commission on Educational Planning of the Province of Alberta. His report, A Choice of Futures, should go on your "must read" list. The report lists ten principles on which educational planning for the future should be based.

"Ten principles. Our future educational system should obey the follow-

ing principles: the system, the programs, the people - all should respond successfully to change (Adaptability). Educational programs should demonstrate relevance to today's realities and tomorrow's probabilities (Context). Functional harmony should exist within the system, and between the system and society (Coordination). Broad educational choice must be available to suit differing individual tastes (Diversity). Maximum results must be obtained at minimum effort - and cost (Efficiency). Equal educational opportunity must be available to all (Equity). All of those affected should have a voice in program policy (Participation). Education should be related to the needs, aspirations and rights of individuals (Personalization). Education should strive for excellence in all it undertakes (Quality). Education should develop those behaviors which cement our common humanity (Unity)."

I close with a statement of urgency. The time for leadership and change is now, because the potentials are here. This is clearly a time for us to create a design for the future of instructional technology. If individuals and groups within the field do not move and use the resources available to them, we may find that others have done it for us. This field can close down, can become unchangeable, and become - to put it bluntly - impotent. The choice is ours. I hope that we will not say it is impossible, but instead will resolve to make it possible.

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MEDIA PROGRAMS: DISTRICT AND SCHOOL

A PERSPECTIVE

(Helen Lloyd - August 12, 1974 - Monday A.M.)

After the New York conference and the state assembly meeting, one of the state presidents (and I don't know whether the person is here or not) came to me and said, "I want to draw a picture of the way you look at the podium." It was of a head without a body, and she said, "You should keep this in mind when you're speaking because short as you are that's the impression you leave." I probably look again like a head without a body, but I don't think it'll matter to you today. I'll try to remember on other occasions to come out from behind.

I could give a history of the standard's beginning with the Certain Standards of 1918, but I'm not going to do that. I think we all know that school library standards and media standards have a long tradition, a long background and history, but certainly the collaboration of DAVI (now AECT) and AASL in the 1969 Standards was a momentous occasion. The Standards for School Media Programs, published in 1969, brought together these two organizations for a very important activity. Moreover, that joint committee recommended that standards be continuously revised, and to that end both groups appointed committees in 1971 to revise and to develop standards. Two tasks were appointed in 1971. Task Force I was charged with revision of the existing standards for media programs in schools, the content of the 1969 Standards, and this task force incorporated members

both associations. Task Force II was charged with the development of joint standards for media programs at the district level, content which went beyond the scope of the 1969 Standards.

These documents were then submitted to the two boards of directors, of AECT and AASL, in the Spring and Summer of 1972, and a Joint Editorial Committee was appointed to revise and to edit the reports. Happily I think, this Joint Editorial Committee decided to combine the reports from the two task forces into one publication, which has resulted in Media Programs: District and School. In 1973, the boards of the two associations endorsed this proposal and gave encouragement to the work under way. In the Spring and Summer of that year, 1973, open hearings were held at both national conferences, so that there could be input from the membership of both groups. Board members, of course, discussed in detail the draft available at that time. I think it's important for us to remember that the members of the Joint Editorial Committee have, for the most part, been very active in both associations, so that a meeting of the minds and a feeling of understanding developed very naturally.

Again, the task forces and the Joint Editorial Committee recommended continuous revision, so we have a finished document but not a finished process here.

Agreeing in general on the content, but not completely with all the language, the Boards of the two associations appointed an editorial team! Mary Frances Johnson, representing AASL but again a member of both organizations, and Bill Hug, also a member of both organizations, representing AECT. They were joined by an outside editor, Elizabeth Noon, who had been editor of Instructor Magazine, to go over the document carefully and make changes which were primarily stylistic but in a few cases philosophical as well. In the Spring of 1974, this past Spring, the two boards agreed in principle to the draft, AECT met at their board meeting in April, and AASL held a telephone board meeting in May, which was for me an interesting experience. We agreed to let Ben Franckowiak, President of AASL, work with Howard Hitchens, the Executive Director of AECT, to reach final agreement on the text.

Happily, this has been achieved. On August 6, a final agreement was reached, and the document is now in the hands of ALA Publishing. We are awaiting the signing of contracts, but we hope this is simply a formality, that things really are under way to get the document in final form (to be known as Standards for AASL; Guidelines for AECT) to you just as soon as possible. What

you have now is a draft incorporating most but not all of the changes agreed upon by Johnson, Hug, Hitchens, and Franckowiak. I think you are well aware of that.

As we work together this week, we should keep in mind the purpose of these standards/guidelines, a purpose which should direct us all, the improvement of educational opportunities for learners. Media Programs: District and School provides no patent medicine which promises to cure everyone with the same dose, and I think that is an important development, an important change from earlier standards. There are quantitative recommendations, yes, but they are tied to program goals, and as such they are flexible.

What Media Programs: District and School does not do (I think we must address this problem) is provide examples, case studies if you will, to illustrate good uses of staff, media and facilities in the amounts recommended. This is a need that the AASL Board of Directors recognized when we discussed this final draft. In giving general approval of it, we also recommended that examples of good programs be identified and described in one or more subsequent publications. I believe we need to develop program packets for local programming as well, and we need the kind of discussion guides and leadership guidance that the School Library Development Project provided for the 1960 Standards.

So I challenge you to work toward meeting these needs after we have discussed the principles incorporated in the standards/guidelines. Media Programs: District and School can, I feel, lead us far beyond this week, next week, and the coming year, to thinking about the future.

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MEDIA PROGRAMS: DISTRICT AND SCHOOL

An Insight

(Mary Frances Johnson)

On August 6th in a telephone call between Ben Franckowiak representing AASL, and Howard Hitchens for AECT, the manuscript for Media Programs: District and School gained final acceptance by the two associations, thus concluding the task which began in March of 1971. We shall have a publication soon, and it will be better for the 3 ½ years of effort that have gone into its preparation. Bill Hug and I, who can only speak as representatives of the Joint Editorial Committee for the preparation and final editing of the manuscript, are going to try to highlight Media Programs: District and School: the rationale on which the document is based, a bit about how it was developed, key features of content and of its organization, some key terms and their usage, and what we view as potential uses and possible contributions this document if used well, can offer.

Our approach will be as follows: I'll start with some very basic nuts and bolts kinds of information about the manuscript and its development. Bill will then continue with a slide presentation to highlight key concepts of Media Programs: District and School. Then we'll begin a dialog concerning the role of national standards or guidelines, and that will lead, we hope, into open discussion, back and forth questions and answers, suggestions, ideas---whatever you wish. The one thing we can't do is amend the manuscript at this point in

time.

A rhetorical question to open this introduction: Why the new publication? Standards for School Media Programs, published in 1969, carried in its preface the recommendation that the national standards be revised frequently, "at least biennially." We can identify many reasons for publishing the new document, perhaps the least significant of which would be to honor that published commitment. Another reason, again obvious and not significant enough by itself, would be to keep pace with changes in the material resources available for educational programs: new presentation forms, increasing options in materials and related equipment, as well as their rising costs. A third and more important reason stems from the impact of the 1969 Standards on the media professions, a kind of "ecumenical" movement beyond where we were in 1969. I think we've come to a deeper understanding of the roles and the contributions of various kinds of personnel, including professional and support staff, and a broader acceptance of the concept of staff differentiation as basic to program realization. Still another reason lies in the fuller recognition of the role media programs play in the schools and the districts of which they are a part, and the concern for approaching national recommendations in the context of tailoring the media program to its particular institutional setting. Then, there is the growing recognition of the interrelationships, both existing and potential, among media programs at all levels--the schools, the district, the region, the state, and the networking potential--with, again, the concern that these inextricable kinds of relationships need to be built into, reflected, and addressed in any statement of standards. And finally, there was the concern for fuller conceptualization of media programs, which is probably the most challenging of these reasons for a new document. (In that context, I can hardly wait to hear Dr. Brickell's assessment of how much progress we made toward this goal, which we know is not fully realized.) These, then, are reasons behind the preparation of a new document offering standards or guidelines for school and district media programs.

Helen Lloyd has reviewed for you the process of development of the manuscript, beginning with the appointment of task forces in March of 1971. My check of those represented here who shared in the work was based on our preliminary directory of participants; I may have left some names out and if so please let me know. We have among the Institute participants representing Task Force I, which worked on the school media program, Bill Hug; for Task Force II, the district media program, Betty Fast, Ben Franckowiak, Joe Giorgio, Johnny

Shaver, and Mary Ann Swanson. The Task Force drafts were reviewed in the Spring and Summer of 1972. The Joint Editorial Committee, appointed in the fall of 1972 to review these drafts and rework them for compatability in content, including terminology, and in format, is represented here by Betty Fast, Bill Hug, Johnny Shaver, and myself.

We began our work in January of 1973, and soon reached agreement that the document should address, in one publication, recommendations for both the school and the district media program. We then moved to work on terminology, an unending operation. Each meeting of every committee session seemed to begin and end with review of terminology and this process continued not only through the completion of the manuscript but also through its review and revision. We developed an outline (which also changed as time went on) and began drafting content for sections of the document. The draft presented to the boards in the summer of 1973 was reworked in August and September by the Joint Committee. Following that, Bill and I were named to represent the group for further editing for consistency and approach in style and to try to flesh out sections whose content was still in outline form.

This draft was still unsatisfactory. Rewriting was needed to achieve more clarity, effectiveness in expression, and balance. The rewrite editor, Betty Noon, produced a manuscript in April, 1974. The date I will not soon forget was April 23, when Bill, Betty, and I dealt with Bill's and my responses to the April draft, in a conference call that lasted 5 1/3 hours, and gave me a cauliflower ear that persisted for two weeks.

The May draft, incorporating most of the things Bill and I had called in to Betty, was reworked July 4-6, and I delivered the manuscript incorporating the latest revisions to Ben Franckowiak on July 11. The manuscript was accepted on August 6. Publication will now be set in process. Many in this room read one of the various drafts--or two--or even three.

The copy you have, in view of the time pressures we have referred to, is based on the April draft, into which have been pieced many of the more significant changes made in July. One such change was the reorganization of what had once been Chapter 4, Operation of the Media Program, into several chapters. Not included in your copy are some of the stylistic changes made in July, nor the final revisions jointly agreed to by AECT and AASL. It was agreed that the most practical way of giving you such changes, if you need them, would be to ditto a list of changes, rather than attempt to have you edit your manuscript on the spot. We'll do our best to help you find your way in the document. Please

understand that it does have portions that have been since edited. If there are parts that you think are terribly redundant or unclear, please take a positive view: These are the ones we've cleaned up.

Now let me emphasize some central concerns of the Joint Editorial Committee, most of which have been introduced by Helen. The committee worked as a whole. It worked to consensus--a very genuine concern. Its members represented the total professions, rather than taking a single association stance, to the best of their ability. Committee members, I believe, shared the following views on the document.

It should focus on the learner. In doing so, it should also emphasize the role of media professionals in working with teachers, administrators, consultants, who are facilitators and shapers of learning experiences. We see no dichotomy here. We have heard reactions expressed to some earlier drafts of the document to the effect that people perceived an imbalance, an emphasis on curriculum more than on the individual learner and his total experience. I don't think you'll find such an imbalance in the final document, and I would ask, simply, how do you define the word "curriculum"?

Secondly, the document must reflect the inter-relationships among and between media programs at all levels - the school, the district, and so on.

Third, it must emphasize program rather than things. The media program, rather than the media center, is the basic frame of reference. That is an important point of terminology. We'll call attention to others. The document departs from the typical usage, "the media center," to emphasize the media program rather than the place from which it may emanate within a school or district.

Fourth, the document should contribute to the further conceptualization of media program. This commitment reflects the assessment Henry Brickell made of the 1969 Standards in which he said, "I doubt that the description of the program is adequate." As further comment here, this manuscript requires creative, perceptive reading. As reading instructors say, we bring meaning to the printed page, more than taking it away. The publication will probably be most meaningful as a document then to media professionals--and the implications of that factor for all of us, in interpreting and implementing Media Programs: District and School, deserve our close attention at this institute.

Fifth, the document should emphasize systematic approaches to program development. This is a thrust to be discussed more fully by Bill.

And sixth, it must emphasize flexibility, underscoring the need to select wisely among alternatives in relation to the user group and the institutional setting - the school, the district, whatever. Some evidences of flexibility within the document include the chapter on personnel - you'll note alternatives in staffing patterns, and the section on Collections - choices among related presentation forms are presented. There are groupings of materials and their related equipment; there are ranges in quantitative recommendations, from a base collection in the school to extended provisions.

A word on terminology, or several, to be more accurate. One of the more difficult tasks for the committee was establishing the terms to be used and then capturing, in words upon which people could agree, the meanings assigned to these terms. The terminology section is provided to clarify the usage within the text--and only that. It is not intended to stand alone as a glossary for the professions. It was moved to the end of the manuscript because in truth the terms are "defined" in context, and they need the kind of amplification possible in narrative. It was thus agreed finally, in July, that the terminology list could best follow the text as a kind of checklist for verification of usage. All of us here are sensitive to the problems in communication that result from differing definitions and interpretations of terms. Again, therefore, it seems important to give attention during this Institute to recognizing, and hopefully at least adopting for any discussions here, the usage of Media Programs: District and School.

A few examples of terminology may be useful. The term "media" is used in reference to all forms and all channels of communication. It is not a synonym for materials or equipment, but has a larger meaning. A "no-no," edited out of the drafts but unfortunately not out of your copy completely, is the phrase "media and equipment."

Further, as examples of terminology, the document distinguishes between and among program functions, which Bill will discuss; resources used in carrying out functions, such as personnel, materials and equipment, facilities, and budget; and operations which include purchasing, maintenance, access and delivery systems, production and the like. As stated earlier, the media program is the basic frame of reference, not the media center--place from which it comes.

In style, the manuscript is declarative. It employs "is" and "does", not "should" and "must". The committee felt this approach was in keeping with the national statement of what a media program is and does.

Now, a few specific comments on the document. The Foreword happens to appear in your copy as "forward". Perhaps this title anticipated Don Ely's phrase, "westering", or Dave Bender's choice of "futuring" as the frame of reference for the groups we'll be in, but the foreword, underscores the long process of development, review, seeking of suggestions, and revisions that led to the document. It recognizes the 1974 publication as part of a continuum, a publication that will need to be revised periodically. It doesn't claim to have fixed the future--a task we left to this Institute, to our keynote speaker, and to the study groups' work.

Chapter I, "Introduction," states the focus on program, the emphasis given to qualitative concerns over counting of resources. It underscores the need for flexibility so that the media program can respond to the needs of a particular school or district. It establishes the primary audience for the publication, that is, media professionals, along with identifying others it could and should reach. A central concern for us here is to explore our role in interpreting and implementing recommendations of the document, considering the audiences to be reached and what kinds of information, beyond what is contained in this document, they may need.

Chapter II, "The Media Program," presents key ideas which will be highlighted by Bill in his slide presentation. The concept of program focuses on human behaviors and interactions.

Chapter III, "Program Patterns and Relationships," discusses roles and relationships of media programs at different levels proceeding as follows: the district media program and its responsibilities; those of the school; regional media programs (and note that here the region is viewed as an area within a state); then the state media program; and finally, networked. Please note that this chapter provides further delineation of typical media program activities, following the more general discussion of program in Chapter II which focuses on basic functions common to media programs, whatever their level - school, district, other. Chapter III, which discusses media programs at the school level, the district level, and beyond, can be somewhat more specific in describing typical responsibilities and activities. This is a point you may want to call other's attention as you present the document: they can put Chapters II and III together for fuller description of what goes on in typical media programs.

When the manuscript was revised for the last time in July, the Old Chapter IV was broken down into several separate ones. Among the sections it had contained, the one pulled to come next in sequence in the document was what is

now Chapter IV, Personnel. The logic for its position reflects a line I remember long ago from Paul Witt, "Programs are mainly people." In this chapter begins an approach or pattern of organization that used throughout the remaining chapters up to the conclusion; that is, the chapter begins with a statement of guiding principles and proceeds to discussion of factors that are common to the school, the district, and any other levels of program. In Chapter IV, for example, types of personnel, including professional staff and support staff, are discussed in general; then the document moves on to the district media program, identifying kinds of staff needed for various program elements; then it moves to the school level, with similar treatment. As a further general note, fewer quantitative recommendations will be found, for obvious reasons, concern- the district media program, reflecting the many variables that influence the scope of its operations and the staffing needed.

Another basic point about terminology needs to be made here. (Earlier I commented on the fact that the media program, rather than the media center, is our basic reference.) As a second major point, note the term "media professionals", an umbrella term for all professionals in the area of media. It's the catchall phrase, one best used in the plural, in our view. A synonym would be "professional media personnel." This is an overall term to encompass all professionals that work in media programs, and the document identifies many kinds of media professionals. One kind, whose name and definition persist from the 1969 Standards, would be "media specialists;" another, instructional developers; another, television specialists; another, cataloging or technical services specialists.

Chapter V discusses "Operation of the Media Program." It includes a section on "Planning" which discusses the planning process and emphasizes that this process isn't set apart (as it must be in a linear document) but pervades all operations; you'll hear more on this from Bill. The section on "Budget" underscores this approach; note the emphasis given to process in discussion of budget and application of planning to budgeting. Likewise, the recommendations on budget reflect flexibility; that is, the standard for annual expenditures for materials and equipment gives one percentage figure to encompass both materials and equipment, reflecting the belief that you can't have one without the other. The section on "Production" takes a broad view of the purposes and uses of local production of materials. It gives attention to the creation of materials by students and by other users as means to enhance expression, as avenues to self discovery. This is part of that emphasis on the learner, which we hope remains in focus throughout the document. A feature in the "Production"

section is the chart of production capabilities needed for individual school media programs arranged on a continuum from the static forms through sound to motion. "Access and Delivery Systems" underscores the view that the total concept of access extends beyond dissemination of district and school media collections to include inter-institutional loans and cooperation with other information sources and agencies, through planned arrangements that are the responsibility of the media program. The "Public Information" section highlights the importance of public information programs and provides a list of audiences, suggested kinds and levels of information they need, and means for providing such information - a checklist that should be useful for our purposes here. The chapter ends with "Program evaluation," section which gives specific attention to the concepts that were introduced earlier, notably in Chapter II: Evaluation is concerned with program effectiveness in relation to user needs and program objectives. Obviously, this section follows from the opening section in this chapter on Planning. One final comment about Chapter V - all its sections discuss aspects of operations. These operations lead to program.

I'm going to highlight only one other chapter, Chapter VI, "Collections." In view of the Joint Editorial Committee, the content and organization of this chapter may represent a significant new step in the document. The recommendations for collections group related presentation forms; for example, print materials including books, periodicals, newspapers, pamphlets, and microforms; visual materials - still images; visual materials - moving images; auditory formats; then tactile formats; and instructional systems including textbooks. Secondly, these recommendations group the materials and their related equipment, an approach that worked most of the way, although sections had to be added for miscellaneous equipment and additional considerations concerning local production equipment. Finally, these recommendations provide for options in many ways. You can vary the proportion of different presentation forms. For example, depending on styles and preferences in a particular school, you might acquire more slides than transparencies, or vice versa. The ranges allow for different emphases and include a base collection in the school as well as extended provisions. Another significant point: the document recognizes the role of media programs in relation to instructional systems including textbooks, and discusses responsibilities in organizing housing, distributing, and inventory of these resources. Likewise, it calls attention to the need for staff and facilities to carry out these responsibilities.

Chapter VII, on "Facilities," again has the same kind of perspective on planning, on considerations that influence decision making. Chapter VIII, the

conclusion, is a very brief wrap-up chapter, parallel in length to the introduction, which highlights central concerns and concepts in the manuscript--points that Bill will address particularly in his presentation. The end matter includes the terminology list.

The copy you have in hand does not include acknowledgments, which is a list of some 51 persons who served on Task Force I or II, served on the Joint Editorial Committee, or served in ex-officio capacities during some stage of the process. The acknowledgments list cannot name the hundreds or probably thousands of others who have responded to drafts as have most of you in this room, who have contributed suggestions and ideas, and generally contributed to the development of the manuscript.

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MEDIA PROGRAMS: DISTRICT AND SCHOOL

A Philosophy

(William E. Hug)

Introduction

Both the Association for Educational Communications and Technology and the American Association of School Librarians have historically played key roles in formulating and promoting criteria for building strong media programs. The new document Media Programs: District and School, like the 1969 Standards for School Media Programs it replaces, is a cooperative effort by these associations. I believe it is safe to say that the majority of the members of the various task forces and of the editorial committee view a publication such as this as a working document rather than as the final word even though it does represent a wide consensus. During this period of rapid change, a continual program for revision seems in order. Consequently, any standards published at this point in time, as far as I'm concerned, are a kind of interim report that needs to be revised periodically to provide direction for the field.

Media Programs: District and School is of value only to the extent that it is used to help create better educational programs for individual students. It is a tool that practioners can learn to use. Media Programs: District and School is neither a how-to-do-it text nor a solution to the problems educators face in any definitive sense. Rather, the document is but one of many forces that can

help improve education. Its power rests in the hands of media professionals who understand the document well enough to make it work for them. With intelligent use Media Programs: District and School can help move programs forward, but it can also be ignored, and it could even block program improvement, especially if it is flaunted in the faces of administrators as some kind of bible.

Media Programs: District and School is organized into eight chapters. Chapter I presents the general purpose of the document as well as introducing the reader to the next seven chapters. Chapter VIII, the last chapter, attempts to summarize the general thrust of the document.

Chapter II discusses the nature and purposes of school media programs, identifying many observable activities that characterize quality media programs. Throughout the document, an attempt is made to encourage professionals to identify and develop quality activities. In other words, the emphasis is on what users are doing. A number of lists have been generated to put the focus on the media program user in the center. For example, in quality media programs users are observed finding needed information on an appropriate level and in an acceptable format, users are seen utilizing instructional sequences of tested effectiveness to reach personal and program objectives, and users may be seen receiving assistance, both formally and informally, in the use and production of learning resources.

Chapter II also suggest four general functions--design, consultation, information, and administration--that cut across operations such as planning, budgeting, accessing, and evaluating. Typical activities associated with the design, consultation, information, and administration functions are also listed. The attempt is to identify broad functions that relate to each of the operations.

Chapter III, "Program Patterns and Relationships," describes differences and similarities between and among school media programs, district programs, regional media programs, state media programs, networks and telecommunications. Typical responsibilities of the school district, regional, and state media programs are listed. Making generalized statements that apply nationally is difficult. Obviously the state media program affects the kind of district program needed.

Or, to work from the other end, the nature of the school media program determines many of the operations of the district media program. The presence or absence of a regional program again affects what is provided at the state and the district. Nevertheless, there seems to be certain activities that are best associated with each of these levels. These are identified and discussed.

Chapter IV, "Personnel," Chapter V, "Operations of the Media Program," Chapter VI,"Collections," and Chapter VII, "Facilities," presents points to consider in building programs and principles to apply in making decisions in each area. The keynote is flexibility for purpose. Each chapter raises many questions to be considered as a particular media program emerges as a part of an individual curriculum. There are not right or wrong answers; there are only possibilities to consider before decisions are made.

Toward More Purposeful Programs

I hope that Media Programs: District and School will cause people to wonder why they are doing what they are doing. I hope the document stresses why media as much as how media and what media. Consequently, I would like to try to set the tone for looking at the standards and try to reflect the intent of those who worked on this document. From this point on I will refer to specifics only as they are needed to illustrate why the task forces and the editorial committee did.

Before we begin to use the standards, we should ask ourselves: What are our commitments? What is our vision of education? Of the future? What are we determined to have, come hell or high water? If, for example, we are determined to have things, to build collections, then the standards provides numbers. If we are determined to have more power, more control, then the document implies a role, the implications of which should make any superintendent blink. If we are looking for a safe place to hide, then we can dismiss the standards as impractical or use only those parts that help us mend our walls. Or we can condemn the standards for using jargon, this is an excellent excuse for ignoring anything.

On the other hand, if we are committed to promoting a rich and variegated curriculum, then the standards suggest ways and means for accomplishing this.

If we believe in the power of communication, then the standards promote the use of a wide variety of media. If we believe the media program should provide assistance in the instructional development process, then we can use the document to back this position. Or, if we support the humanistic movement, then we can use the document to promote media programs that directly relate to the intellectual, emotional, social, physical, aesthetic, and spiritual growth of users (Arthur Foshay).

I am trying to say that, regardless of the document's intent, it will

probably be used only to the extent that it can serve individual ends. Consequently, before any of us uses this document as an authority, we must do a little soul-searching ourselves. If we can decide what our commitments are, then we might have some insight into how we as individuals can use the document. A good activity for this institute might be to determine where our priorities are and then look at the standards to see how they could be used to develop that which we feel is of paramount importance. And, I'm sure, that as the week unfolds much dialogue will center around "this I believe" kinds of statements.

Now back to what I hold as a central purpose to this presentation: that is, to provide a basis for understanding the document as well as the intent of its authors. In order to do this, we might spend a little time looking at the way certain words are used. To understand what the document is saying, to understand its power, and to overcome its limitations, we must understand how certain terms are used.

Definitions

The document defines a number of terms under the general headings of Personnel, Program, and Process. Definitions were not meant to be conclusive. Rather, definitions establish usage within the standards themselves. The editorial committee attempted to bring the terms into focus, to apply them practically, and to avoid the controversy that surrounds many of the terms. The intent was to communicate, not to settle the theoretical issues in the field. To use the definitions as the ultimate authority would be to accept half-truths, over-simplifications, and incomplete concepts. The editorial committee is well aware that groups such as information scientists, communication theorists, academic librarians, administrators, programmers, and curriculum theorists would bring a different set of meanings to these terms. So it is for this reason that I will make my remarks in order to clarify and justify the terms defined under the headings of Personnel, Program, and Process.

Understanding the use of the terms media specialist and media professional is basic to the understanding of the document. The media specialist is defined as the basic professional prepared at the master's degree level in discreet competencies that enable him to build and manage a comprehensive school media program. This is the professional that most of us think of when we refer to the merged role of the school librarian, a-v specialist, and instructional product developer. He is a specialist in building school media programs in the

same sense that a teacher is a specialist, that a counselor is a specialist, and that a principal is a specialist. The broad genetic category employed is the media professional. Media professionals are all personnel qualified by education and experience in areas such as television, programmed instruction, instructional product design and development, technical processing, and so forth. The media specialist is one type of media professional.

At this point we could stop and argue for the rest of the week over individual perceptions and preferences for terms such media specialist and media generalist, or over what constitutes professional and non-professional. I suspect we could likewise spend the rest of the week trying to determine the role of the teacher. I personally find a certain amount of this kind of dialogue fun, sometimes, even productive. But, for the purpose of understanding the standards, one simply has to read the document in light of the way words are used in it.

In the consideration of a media program, the new standards move beyond a curriculum guide, beyond an audio-visual support system, and beyond a school library. This move is toward systematically establishing relationships between and among people, materials, machines, and facilities that interface to form the program. If this is jargon to some, or mind-boggling to others, let's say it in another way. It is not what you have that makes the program; it is the way resources are used. It is the way things work together that tells you what's going on. Components only suggest a potential for program development. What all this means to me is that any media program can improve and that genuine improvement results in establishing more productive, more comfortable relationships between and among program elements as well as establishing needed functions that didn't exist before.

The various task forces and the editorial committee all seemed to agree that the document should continually stress the importance of the quality of contact between the student and media personnel, between the student and materials, between the student and environment. The term interface is therefore employed to describe these all important points of contact. Since teachers, administrators, students, and community people benefit from the school media programs, these groups are collectively called users. These terms underlie the document's definition of a media program. The media program is a pattern of interfacings among program components such as users, materials, machines, facilities, and environments. It then becomes a media professional's duty to establish and improve the interfacings between and among users and the universe of information.

In this sense, those responsible for writing the document believe that some new language is necessary for people to think differently about media programs. For this reason the word services is never used to describe the relationship between the media program and the educational program. Rather, the media program, like the educational program, provides students with essential information and activities leading to the achievement of both individual and curricular objectives.

The last group of definitions relates to process. Process is defined as a series of steps formulated for achieving some purpose. A group of generalized steps are presented as each relates to educational technology, instructional technology, instructional design, instructional development, and instructional product design. Unfortunately, in the literature, these terms tend to blend one into the other. The standards try to separate them by identifying a central thrust or purpose and to arrange them in hierarchical order from the most general to the most specific.

I want to stress again that the purpose of defining these particular terms is simply to clarify to the reader the intent of the document. The point of agreement that I hope all of us have relates to what one must do in order to identify quality media programs. This, I believe, is a central concern of the authors. Consequently, the document continually underscores the necessity of observing what the media program is doing for students as well as to students. All of the fancy facilities and materials that one too frequently associates with quality media programs are useless unless users are doing what they need to do and experiencing a certain amount of joy in the adventure. To this end, I hope the standards will help focus the media program on the user and overcome the obstacles that programs experience as they attempt to penetrate all aspects of the curriculum.

And, above all else, we must continually remind ourselves that media programs should not simply be a collection of stuff in response to some artificial need. Media programs must be built on real, not percieved needs of human beings.

And, somehow, someway, differing needs must be accomodated, or reconciled.

Problems and Considerations

Building educational programs and media programs will continue to depend to a large degree on best guess, political expedience, and personal prejudice as much as on know-how. The shape of the media program will be influenced by the values and beliefs held by those in control. They will reflect the deter-

mination of the powers that be. Media programs of the future will spend a great deal of their energies justifying what they are doing in terms of the assumptions they are making since little hard data exists that tells us, in any definitive sense, what knowledge is of most value, where people learn best, or how people learn. And so, if administrators are going to change priorities in favor of the media program, they must be convinced that the assumptions made about teaching and learning that are supported by the media program are simply better than those in common practice. Supporting just one strategy is probably dangerous. For example, the current thrust of competency based curricula gives the impression that competency based curricula are the only answer. Yet, one is hard put to find a clear cut consensus as to the definition of competency based curricula. In short, we are not sure what we are supporting when we back the competency based movement since those on the bandwagon are defining it in so many different ways. A much safer and effective position is to sell media programs because they provide better ways and means for a wide range of teaching and learning strategies and fit many philosophical frames. I believe the building of strong media programs is facilitated when media professionals use a softer, more thoughtful approach to building programs that continually strive to establish a sound, empirical base. In other words, we should make our decisions on the best information and research available and avoid being associated with any one camp.

Along this same line I would like to draw to your attention some research that has been collected on the ordering of values, a process which we'll all up against. Let's suppose that Media Programs: District and School provided for a totally rational methodology for building stronger media programs and that this rationale was accepted by the field at large. Granted, this is a wild assumption. Nevertheless, even though we were to provide this united front, we still have to sell others on the value of a media program which is, in my estimation, more difficult than selling ourselves. So, when we talk to accrediting agencies, boards of education, and administrators, we have to be aware of how they order their values.

In 1968, the National Opinion Research Center conducted a value inventory sampling various sectors of the American population. Eighteen values were identified. It's important here to note that the supporters of the seven 1968 presidential candidates placed intellectual and logical fifteenth and sixteenth out of the eighteen in their value statements. In other words, most qualities were placed above rational attributes by people looking for leadership. What this, as well as other research, says to me concerning values is that we,

as individuals, are not going to sell media programs to everyone simply by convincing them of the logic we employ.

The message that comes through to me is that the logical and rational processes employed by the standards must be used differently by individuals and must relate to their individual settings. The standards must, in addition to providing better ways, also stress the quality of individual life that has to be central to decision making. This is the reason why I have continually stressed the necessity for identifying our priorities and commitments, and the reason I believe that the power of the standards resides in the individual and how he integrates them with his value system in order to use them most effectively.

In closing let me quote from Curriculum for the Seventies: An Agenda for Invention by Arthur Foshay: "If the world is a long array of splits, then it is the individual who must find the means of sanity, and he has to find those means within himself. Society is schizoid; only the individual can be whole. If urbanization produces a new need for individual identity, it is not society that will confer it; each man must do that for himself. If new means for relating to other people must be found...then the means must be based on individual integrity." We are now challenged to bring Media Programs: District and School into the context of our individual worlds and to make it a part of the whole in our own individual ways.

MEDIA PROGRAMS: DISTRICT AND SCHOOL

A Dialog

(Mary Frances Johnson and William E. Hug)

Hug: Until approximately 11:30, we'd like to start a dialog that we're sure will continue the rest of the week and start bringing up some points that we think might be productive to discuss. We don't have a fixed ending for this. We do have a fixed beginning, but we don't have to get through anything. We would like to proceed, Mary Frank and I, in terms of a dialog and encourage you people to stand up and to say what you think, bring in information, give examples, challenge, whatever you feel that you'd like to do, as we proceed. We can take as long on any one point as the group feels necessary. We're going to start with some basic issues and considerations. One which I think we've been trying to address ourselves to all morning is "what does this publication represent?" What is it? It's not the end, we've said, but it is a force, and it's a force whose power probably resides in the hands of the user. It's not particularly self evident. What do national recommendations do? How can we use them? To what effect? To build our vision of what an educational program ought to be.

We're going to talk also about some of the relationships of the national standards to the regional and state guidelines such as accreditation and

so forth. We'll start off with "what does a publication represent" and, again, we're going to encourage you people to contribute along with us.

Johns: One way of looking at this question relates to the different postures toward preferred terminology from AASL and AECT, one association favoring the use of the term "standards", the other "guidelines". Bill, do you want to comment on that one?

Hug: Well, if you listened to Helen Lloyd, she couldn't avoid that word "standards," the way it came rolling out. Same with me because it's one word, it's easy, it's almost natural to say. It's awkward to say "Media Programs (colon), District and School." Nevertheless, I don't care, and I don't know as anybody does, if people want to refer to them as the Standards.Standards, the committee felt, had a hard line, prescriptive, you count and you do it, kind of a connotation. Guidelines was a little too wishy-washy, a term that invited people to accept them or ignore them at will. Really what we were talking about were media programs and what constitutes a good media program, so we stuck by our guns and argued that for the title of the document.

Johns: And so the title ducks the issue. Another way of looking at it would be in the interpretation given to either standards or guidelines. Are they goals or are they measures? I think it's safe to say that this document represents some of both.

Hug: But regardless of what is is, it does provide something so that you can identify a discrepancy between where you are and where you want to be. In that sense, it is a kind of a measure.

Johns: Another question then that Bill has highlighted: what can national recommendations do? What force do they have? What effects could we expect or are possible? For instance, Henne, in reference to the 1969 Standards in an article in an issue of Library Trende, identified four areas of influence as she saw them. One of these was to reflect goals for the kind of media programs required for quality education. Your comments, Bill?

Hug: There are several examples we can give for this. The document places more emphasis on the decision making ability of the professional. It doesn't encourage using the document in a dogmatic sense, but it encourages professionals to make their own decisions based on certain principles, certain guidelines. It stresses throughout that the

quality of the media program is in relation to the quality of the experience that users are having when they are engaged in activities in the program. One other thing, drawing from some of the things that Don Ely said last night in terms of encouraging us to be proactive individuals, there's an interesting phenomenon that takes place in the Delphi (he mentioned that last night, too). If you ask a group of potential leaders what the goals are, what the future is, and if these leaders represent a significant portion of the power structure, when you get them to agree on something, they frequently have the power to make what they've agreed upon happen. We hope that there'll be some of this that will take place as you go back your states and associations.

Johns: Another function Frances Henne identified was to provide impetus for media program development. Give us an example of that one.

Hug: I suppose the thing that the document does more than anything else as far as program development is concerned, is it makes visible the contributions media programs can make towards constructive alternatives. One interesting thing that I might throw in here is that as media programsdevelop, they (and don't use this with people you're trying to sell) replace parts of the traditional educational program. Now, that becomes a sticky wicket because nobody wants anything replaced. You have to deal with this very carefully, but you ought to be aware of it. As your media program develops in its effectiveness, it really takes over more and more of the educational program, so you're walking on a tightrope.

Johns: I think too, the mere fact of the publication focuses national attention on media programs, for a time at any rate, a momentum we don't want to lose. Another that Frances Henne mentioned was assisting schools and districts in designing media programs.

Hug: Here again the emphasis is on process, and in a very real sense, the name of the game in the future may be planning. If you plan better and you have better reasons for doing what you're doing than another component that is competing for equal funds, you have a better chance of moving forward.

Johns: And still another was to furnish criteria useful in evaluation, in certification, and in accreditation.

Hug: If evaluation takes the form of looking at what students are doing in

a media program, and if we're really able to assess media programs in terms of user behaviors, then this has a great potential for affecting the way we accredit people and also the way we certify people.

Johns: Those then are four thrusts Frances Henne had seen in relation to the 1969 Standards. Bill and I tried to pull out a few others. They'll be overlapping, rather than specifically separate points, but we thought we'd talk back and forth a bit on some specific things we think the new publication has the capability of helping to accomplish. You first, Bill.

Hug: First, and again this is repetitious, but we think this is awfully important, we hope the document helps you think differently about a media program. We hope it provides enough new language for you to describe your programs in more accurate terms, for you to focus your language a little more on what students are doing, for you to focus on the learner and learning activities.

Johns: And very definitely I think, this new document can help more than before to articulate professional responsibilities and emphases, now that we do have incorporated in one document recommendations for both the district and the school programs. For example, there is a refinement of lists of responsibilities for all types of staff.

Hug: The document does involve some futures forecasting. It's saying that in the future there are going to be more alternatives, that we're to give more credibility to new and different ways, that the program has the great potential of carrying more of the educational load; it sets by implication an information science posture and stresses the function of information in the total educational program; it says in effect that unless you have a certain information base, you've severely restricted the educational program's potential. It mandates a higher level of training, especially for the basic professional, the media specialist, and it continually calls for cooperation at all levels by stressing the importance of relationships among program components.

Johns: And among program levels - district, school, etc. The publication takes a few positions too, on specific professional issues. For a big, broad example: what are the perimeters of a true media program? What are the essential functions without which you don't really have a media program? We have had in the past school libraries that have by terminology claimed to be media centers. This tries to look more

basically at what is a true media program, its perimeters. Another kind of issue dealt with would be the posture on centralized technical processing or other alternatives that remove operation from the building level. Another one would be the definite posture taken on responsibility of a media program for textbooks and other instructional systems.

Hug: Back to terminology for just a minute - We have kind of soft pedaled terminology for political reasons as well as to protect ourselves I guess, but we have to admit that if those definitions are things that you easily remember; if they clear the fog; if they are something that function for you, they may have much more of an impact than we realize. They certainly are going to fill lots of first chapters in dissertations, but whether or not they really change the way we look at things will remain to be seen. In other words, again, the power or usefulness of the definitions will simply be whether people are comfortable with looking at these terms in these ways.

Johns: Another influence we identified, frequently claimed or traced to national standards is influence on legislation. I wonder if Betsy Hoffman could comment on that for us. Betsy, I might say as she rises to her feet, is currently chairman of the Committee on Legislation of the American Library Association.

Hoffman: As I look through the publication, there are a number of implications for legislation, and this includes legislation both on the federal level and on the state level, and of course through ALA we're concerned with both kinds of legislation. First of all, as you look at the new proposals under HR 69 for ESEA, you will see again the word standards is used in this legislation, requiring states participating in the consolidated program to continue working on this area. Now that doesn't mean you can't substitute the terms that you're using here. This falls directly in line with bringing schools into compliance (and you see this is one of the things that puts teeth into the recommendations for schools to continue to work) and there must be more than just a tokenism compliance. This is one of the things that our committee is working on with Senator Pell in the Senate, and Perkins in the House. This will also affect our work on copyright, and I don't have to tell you what a sticky wicket that is. When you look at some of the recommendations in here concerning networking,

this brings it right to the fore. We've been working with Frank Norwood and Russ Shank to try to make sure that our recommendations that are working through Senator McClellan's copyright committee will work in there. And you see you give force and strength to our recommendations by having statements like those that appear here, to back up our arguments and our debates, to protect what we feel is the right of the user to use certain kinds of materials. Now with the reopening of the Williams and Wilkins case, this again is a very touchy problem. Then in Chapter V, in your sections on public information, you have legislative implications, as well as in the section on networking. One of the things that we're working on with ALA legislation and through AASL and their committee, headed by Georgia Goodwin, is what is going on in the states in legislation. They have just completed a survey to find out how states are funding school library programs. In some states there is no statewide legislation at all. School libraries are never mentioned. In other states there are per capita fundings mandated and in others there are all sorts of variations. Right now in Illinois they've had a very exciting time working through the legislative program. I think you're going to find that ALA will have more of a voice on your state level. Now you'll say, well what's that got to do with building and district standards? Well, the state level legislation can help to bring the support to you, but there has to be something happening on the building and district levels that can be pointed to, and that's why your sections on public information and program evaluation are extremely important in here, and this I think is a real plus for supporting legislation on all levels.

Johns: Our analysis of participants didn't bring us to the point of whether we had someone representing AECT on legislation. Can you tell us that, Johnny? If anyone feels called to speak, please do so!

Audience: This is a cooperative effort in which AECT, AASI, ALA, NAVA, are working together.

Johns: So then, those are some possible areas of impact which might be available from the document for planning media programs for the future, which is our concern. We're trying to look at standards from the national level (or guidelines if you will) in that context. We

thought we should proceed to look briefly at the relationship of national and regional and state standards or guidelines, and in doing so, Bill and I thought we could sort out, perhaps, a difference in function and a difference in applicability. For the difference in function, the national publication offers goals and guidelines for what is needed for good media programs. Regional standards, frequently tied to accreditation, offer standards as measures. The national publication looks farther ahead. State standards, as found today, can take either emphasis. Many have a combination of goals and measures. State standards reflect most directly particular characteristics of that state, the needs and opportunities there, the stage of development, organizational patterns that influence ways in which media program components get delivered. So, national standards then, speaking to a broader audience in terms of what needs to be, can then be perhaps broader in their application. They tend in effect, to trickle down to influence revision of statements of standards and guidelines of regional and state levels. Is that your perception? Nobody is disagreeing at any rate. Now, Bill is going to talk about how <u>not</u> to use the standards.

Hug: We've already enumerated several misuses. I guess that the poorest use of the standards that any of us can be guilty of is to use them for face value and not have a purpose for using them. In other words, unless we really do have a commitment to what we believe constitutes a quality educational program, then hard telling what we're going to get it we try merely to apply the standards. In other words, the reason that futures are so important is because the standards may provide in some areas ways and means for us to move into the future, for us to have a better educational program, for us to solve some of the problems that exist. Picking out parts is probably a part of this problem. If you don't really know what your media program ought to be, but you want more money and you want more things, you can pick out numbers as we mentioned before and pick out budget figures and attempt to build collections. In a way that is a misuse of the standards. The correct use as far as I would perceive it is to use the standards to justify your program in terms of better learning experiences for individuals, and if that takes more things, then that follows, it doesn't precede. Another use of the standards that probably isn't too good is using it as a textbook to learn and regurgitate. It's open ended. The principles aren't all of the principles. The user behaviors aren't all

of the user behaviors. They were the best effort of the Task Forces and editorial committee to try to give you enough principles so that you can add a few of your own and; enough quality behaviors so that you can visualize what's going on in a media program. Of course many other things can go on. We hope it's a start.

Johns: In that context the document enumerates operations that may be performed in media programs. For example, at the district media program level, the personnel chapter talks about kinds of staffing that may be needed. There are all kinds of disclaimers built into the text, to make it clear that not every district media program has to have all of these staff members, just adding them up. As for the place and time of this document, as said earlier, it's viewed as part of a continuum hopefully it is future oriented, one of many tools that can help us set goals and find ways of getting there.

Hug: The continuum is also a programatic continuum. Let's hope that the new book will speak to everybody regardless of whether it's a very rudimentary program or a very highly developed program. All programs are on a continuum. There isn't any program that can't improve, and there's no program that is too understaffed and underfinanced not to gain a little - it's a continuum. We hope that people will see this and that they won't say, "Oh, that is so pie-in-the-sky, it doesn't even relate to what we're doing." The standards relate to people, and materials relate to people, and we don't see that this is irrelevant for anybody, and we hope that that comes through first and foremost. So the value of the media program is directly related to quality of experience that our children are having in the schools. Everything else is subordinate to that: I think in our vision of the future that we should give primary attention to the quality of life that we're going to have in these United States in the next 5, 10, or 15 years, and how media programs may contribute to this.

Audience: Will you connect the quality of life with focus on the individual learner?

Hug: The quality of life is only an individual matter. Only I have a quality life or you have a quality life. The integrity of the individual, the way you protect his freedom, how you respect him as a human being, whether or not you're putting him into Bluebirds or Bluejays, these kinds of

things have to do with the quality of life. I'm also thinking in a larger context, the quality of life in the total society. When we looked at the projections last night, I'm sure all of you wondered "are we going to have more and more problems" in terms of groups fighting groups, in terms of the economic instability and all of these kinds of things. These I think, what we're determined to have as a population, have to be before we decide what kind of an educational program is relevent. I don't know whether I talked around it or to it.

Johns: Here are a couple of points that occurred to me. For example, in the Collections chapter, the recommendations for base collections in the schools take into account the full range of needs in a collection to provide for the total individual, his interests, his preferences, his learning styles, without limiting regard only to the formal instructional program at that school. Here's an example of the focus on the total individual. The section on Production is one of many portions of the manuscript which speaks to the need for involvment of the user, his active participation in the program. He's not a receiver, but a doer. I think that concern permeates most discussions of program functions, of typical user activities and the like.

Hug: Are there any other questions?

Johns: This document tries very hard to state explicitly the emphasis on human interactions, the encounters, the relationships, what happens between and among people. This is the heart of the media program. Chapter II addresses it specifically, and the sections on evaluation and planning take this as a premise.

Hug: Let me give you an illustration. Perhaps you've heard this. We're striving continually in the document toward what we call user satisfactions. The user ought to be satisfied. As I mentioned in my presentation, there ought to be a certain amount of joy that he experiences in the activities that are provided by media programs. This illustration shows how you change relationships and how you affect the user. A woman walks into a drugstore and asks for a tube of Gleem. The saleslady is terribly apologetic, for the Gleem didn't arrive this week and they've been out, but she would be happy to take the customer's number and give her a call or as soon as the Gleem comes in to put it in the mail. The woman walks out of the drugstore, and you say to her, "What kind of drugstore is that?" "Oh they're great. It's a fine drugstore."

She walks next door and says to the saleslady there, "Do you have any Gleem?" "Yeah, I've got Gleem." "Do you have such and such a size?" "Yeah," The saleslady replies as she slams it on the table. The customer walks out of the store. You say, "What kind of a drugstore is that?" "I'm not going to go back there;" she replies in spite of the fact she got what she wanted. That's the kind of relationship we're talking about.

Johns: Which kind?

Hug: We got both kinds!

Johns: One last chance for questions or comments.

Audience: Clarify terminology - the use of the word "service"

Hug: I stated that the service is never used to describe the relationship between the educational program and the media program. Service is provided in many ways. There are all kinds of service involved. There's service involved in the educational program as well as the media program, but when you're looking at the totality, the total media program and the educational program, you're talking about each providing essential experiences for both individual and group goals. You're not serving the individual. You're part of the educational program when you're talking of the total media program. We did not avoid the word service when service is what we meant, but we never used it to describe the other relationship, because it's essential.

Johns: It's a distinction between support service and being intrinsic or integral to the educational experience. We think by speaking of program functions we help emphasize the role of the media program in the school or in the district, whereas "services" makes us sound support and subordinate and secondary rather than basic.

Hug: We felt it was inaccurate when you talk about the total media program. It's really not a service; it's an integral part of the curriculum.

Johns: It's 11:30. Are you ready to quit?

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THE ILLINOIS PLAN

Introduction

Thank you very much, Marilyn. I have a few comments on networking that I want to make before I get into how we do it in Illinois. The time is long past, if indeed it ever existed, when a single type of information agency or library, could serve the needs of all information seeking individuals. The 1960's witnessed a development of long range significance, a new attitude in virtually all types of libraries toward the user's right to information, and the library's responsibility via that right. This attitude reverses the traditional philosophy that every library should be internally self sufficient, and that it's responsibility ended when the librarian brought the user together with information in its own collection. Librarians are now taking the attitude that they have a responsibility to assist the user and go beyond the immediate collection if necessary, to wherever the needed information can be located. This attitude opens the door to the development of networks, and it does this at the right time, because of the technological developments that are going on, and have been going on in the last twenty years. I'm not here to talk about technology because I'm sure that many of you know a lot more about it than I do,

but about basic networking attitudes, involvment and people, because in my opinion, people make networks work. In addition, I've been asked to describe the Illinois library networking scene, which I'll do in a few moments. I want to make some observations about the Media Programs: District and School (your Standards or Guidelines, I'm not sure what you're calling them) at this point.

You very correctly state in these guidelines that no substitute can replace the individual school collection and guarantee a high degree of user satisfaction, but it's unrealistic to claim that any school can provide within it's own walls, all of the materials and equipment that users need. No library can be self-sufficient no matter what type of library. This is a fact of life today.

Well, what is a network? As Maryann Duggaw indicates, a network is a systematic and planned organization of separate autonomous units, interconnected for the purpose of achieving some goal that is more than any of the units can achieve individually. Networking is sharing, giving, and receiving, and trusting that your collection and services are not going to be ripped off by your colleages or their users. Mutual trust because it goes both ways. When you truly are into networking, you are agreeing to cooperate in a spirit of unselfish cooperation. It's never equal. You must have the attitude of what can I do for you, rather than what do I get out of it. A positive attitude instead of a negative one.

From a functional point of view, there are three types of networks, and I'm sure you are familiar with them: One, the document delivery networks, or commonly called interlibrary loan networks. The primary purpose is to transfer documents: books, magazine articles, films, from one place in the network to another for the satisfaction of a user need. Two, library processing networks. These are discussed in your Standards. Usually aquires, catalogs, totally processes media for use in a member library of the network, saving valuable time at that library which should be spent with users. This can also become a bibliographic network giving location information for materials processed. Three, information networks, or knowledge networks. This network emphasizes information transfer rather than a document and it is really indepth reference services, such as information banks, which provide printouts based on initial questions, or information banks such as audio-tape dial up systems.

These three networks exist in many states in various stages of development. In many cases only one type of library is involved, such as public libraries in a public library network, based on the state library. Some states have separate academic networks. I forget how many they discovered in Texas --

about 15 separate networks. What an interfacing problem that's going to be.

The document, Media Programs: District and School refers to school networks in district and school media programs. These are, I assume, single type networks, at least, as I read the document. Well, times are changing, and with Title III, Interlibrary Cooperation of the Library Construction and Services Act, many projects have been under way involving all four types of libraries--school, public, special, and academic. I don't think any definitive study has been done. One of the problems is reading about these programs getting under way, and then seldom reading whether they are successful. You really can't find out what happened to them. We've discovered this as we've gone back to the literature looking for Title III type programs. Maybe people don't like to talk about their failures, I don't know. I suppose a study would be helpful to all of us.

These three types of networks that I mentioned earlier: document delivery, library processing, and information or knowledge networks, interfaced with each other can provide, at least in my opinion, a fantastic way to fill user needs, no matter where that user is or what primary library he is using. Now let me show you one transparency. As you can see, the user has access to all three networks through the primary library, if you're set up to function in this way. You can see the question, "What does the user need?" This can be a student: high school, elementary, college, patron, you, me, anybody coming into a primary library. If there's networking involved, he can have access to either documents, information or knowledge. However, there are some things that you have to keep in mind.

I think there is a problem with interlibrary loan where we have been saying that what you want we'll get for you, and that's not quite true. I think libraries are coming around more and more to understanding that they can ill afford to go around preaching that they can get anything the patron wants. First, it depends whether the patron inquires at a library having the attitude of "Yes, we will be happy to try to get it for you, if it's available," it depends whether that library has access to another library through networking so that there is confidence in referring a request to that library. I have seen situations where a librarian will (in fact, I've been told this by a librarian not too long ago) say, "Well, I'm just not sure if we can get it for you or not." I put myself in the place of a patron instead of a librarian and I wonder what the patron's reaction would be. I can demand, I know how the system works, so I put them at a disadvantage in that respect, but think

of the patron who is either put down or not encouraged to ask the question, or to say "yes, it won't be any problem".

Think, if the time period is such that the material or information will be of use when received, (This is a major problem, as you know, with school assignments. When I worked in a regional library with headquarters in Columbia, Missouri, I dealt with students coming with last minute assignments, and I know they waited until the last minute, just like I wait to fulfill my assignments), but it is a problem and it can be overcome in some cases, if some networking is involved. For instance, in Missouri, we had a reference hot line to the State Library. Any public library could call collect, and we had many calls from very small libraries for student requests to fulfill school assignments. Usually anything that came in on that hotline was mailed out that afternoon, if at all possible. So we felt at least in that way we were helping not only students, but anyone who happened to come into the public library. We thought we were at least getting information to their library as fast as possible. Some times it isn't possible to do something, but in many cases there's more that you can do that you can't do, if you at least take the attitude of "what can we do together?" to try to fulfill various user needs.

If the material is available for loan once it's located. Now in many cases you can find some things located in another library, but it can't be loaned. In many cases users will understand this and they may be able to go and use the material. But again, you may have to refer the person somewhere else. "Well I can't help you. You'll have to go elsewhere." That depends an awful lot on whether that person will go elsewhere, whether they can go elsewhere. So this is sort of my (not mine, I borrowed it from somebody) schismatic, if you will, of the primary library and the access that library can give users. A recent article in the Public Library Association Newsletter (Spring, 1974) commented on the concept of the primary library, which I've been rather interested in lately. It suggested that the most feasible way to promote effective utilization of information resources is by implementing the primary library concept, which would mean that all requests for information of any kind--documents, citations, answers--would flow from the user through his primary library: school, public, special, or academic, to the total information resources of the locality, region, nation, and world. I would suggest you look at that article if you're interested in dealing with the primary library concept. It's by Ralph Blasingame and Mary Jo Lynch.

This is a concept that could foster a change in the thinking of many libra-

rians, whose sole responsibility, under this concept, would be to make it possible for his clientele to tap the total store of recorded information as effectively and efficiently as possible within whatever practical constraints are imposed on the network. To me, this is very exciting. The example given is that there no more need be only one primary library for each person than there need be only one bus stop for each person. The concept needs to be studied and explored, but I personally find it fascinating because it answers one problem that I've been concerned about for many years, and that is what I mentioned earlier--a user who wants information and thinks of the library, goes, hoping and expecting and desiring assistance. If he or she sent somewhere else, many variables come into play. Can he get to where he is sent? Is there time? Will he indicate, "Nevermind, I didn't really need it," when he really would like to have it? He doesn't want to cause you any problem. How much better to take the request and put into the network, and attempt to get the information to the user. Now, I realize in some cases users have to be referred, and they will go for the information, but you almost have to know where to refer them, and that is another part of networking--knowing where the resources are in your own locality.

What are the benefits of networking to a participating library? As I see it there are 6 benefits and possibly 6 disadvantages.

ADVANTAGES

1. Access to greater resources than available in any one library. This can give the library a chance to strengthen areas of high demand by users, while relying on networking for low demand items.
2. Freedom from routine processing tasks; providing more user contact with librarians.
3. Access to special information banks, reference services in depth.
4. Provision of multimedia and learning centers to a greater audience.
5. The interaction with the community in an active way; anticipating services geared to local needs and problems, and discovering where the resources are.
6. Sharing of expertise and unique resources to strengthen the whole. All of us have various expertise, and by sharing them we strengthen our community and their information resources.

DISADVANTAGES

Networks do require standardization and compatibility. If you're going to get into networking, you have to be able to fit what you need into the network, and the network should be set up to take that need. But, for example, in interlibrary loan, we do need verification of requests. When we don't have it, a request gets sidetracked while we attempt to verify. When we do have verification, the request moves right into the flow of things the same day. This is something we ask local libraries to do in our particular network, and we can show them the difference when they verify, and they don't verify, in the response time for the user.

2. Willing abandonment of self sufficiency and acceptance of a sharing concept.
3. Participation in group decision making and abiding by those decisions.
4. Shifting of some power from local to network.
5. Retraining of staff.
6. A total commitment to network concept.

Networking basically depends on what you want to do with it. I notice in the Standards that there is an emphasis on sharing of resources among the schools in the section on collections. Sharing of materials between schools is truly a cooperative venture. I applaud this, but I was told by a media person last week that they didn't know whether this was really going on or not. I'm in no position to tell whether it is or not. You are. You know what's going on in your areas and I would hope that sharing of resources among schools is going on because it can really pay off in unanticipated benefits.

Networking is built on mutual trust. You have to be willing to share what you have with others in a spirit of unselfish cooperation, and as I indicated earlier, it's never equal. Its based on the concept of "what can I do <u>for</u> you", not, "what's in it for me." That's an attitude, and you're in the best position, I think, to at least talk about that attitude with your school media people in your states. It's an attitude, and I guess in terms of networking meaning people, networking also means attitude. People have to do it, the technology is there to help. But if you don't have the attitude, your staff doesn't have the attitude, then I don't care how sophisticated your network is, the user probably will not get what he or she wants. I think that attitude is crucial for satisfying the needs of our users, and I think this is true for the whole library profession. The attitude between the librarian and the user, and the attitude between the librarian and other librarians in the network is very important. A condescending attitude by large libraries who supposedly have

it all, towards small ones won't work any more than a defensive attitude of small libraries who need other resources, toward large ones. Some of us tend to be very inflexible in our thinking. We can always think of sixty excuses why something won't work.

A major problem is inflexibility. The urge to say no, "it won't work for us"; no, "I can't let that out of the library, somebody might want it", doesn't work. We need to be more flexible. Before we answer negatively, we need to stop and examine what biases are coming into play within ourselves. Are we being selfish and thinking only of our inconvenience or are we really thinking of the user needs? These are not easy questions to ask, and very few of us ask them of ourselves. We need to approach sharing of our resources in a positive way. If we would at least attempt to determine what we can do to work together and what we can share, I'm very certain that most of the problems would work themselves out, but if we start with the problems we'll never get into the sharing.

The Illinois Network

Now, let me get into the Illinois network. In 1965, in Illinois, the Library Systems Act was passed by the state assembly, providing for a cooperative network of public library systems. The Systems Act was to be administered by the state librarian and his staff. Subsequently, the state was divided into 18 systems which cover the state geographically. System membership is voluntary, but all but 13 of the eligible tax supported public libraries belong to the systems. In Illinois we have something like 54% of the libraries serving under 5,000 population, and about 551 tax supported libraries at last count. The system concept in Illinois was developed because of these very many small libraries that we have to work with. Barry is going to discuss the systems with you a little bit later when he talks about Illinois Valley Library System in Peoria, and I'll leave a description of how the system is set up, at least administratively, to him, and he can also comment on how they're funded.

The System Act also set up research and reference centers in Illinois and reimbursed them with state funds for services provided to the systems. In Illinois we have the University of Illinois at Champaign-Urbana, the Chicago Public Library, Southern Illinois University at Carbondale, and the State Library as four Research and Reference Centers. The system map looks like this. You see we have the whole state covered, and you see the geographic spread here where you have a large system containing 15-16 counties to the metropolitan systems. Chicago Public Library is one consolidated system,

for example. You can see the very small geographical area, but in the Chicago metropolitan area I believe there are roughly 6-7 million people.

The systems were built around the public libraries in the beginning. As I said, we are receiving state funds. At the moment, it's 10 million dollars of state money so support the systems and reimburse the R & R centers for filling requests. Basically the systems are set up with directors and staff, and the public library works through the system for interlibrary loan.

Let's just deal with interlibrary loan for a moment. A request going to a system hopefully can be filled by that system, using either its book materials, media materials, or its member library materials. If it can't, that request is sent to one of the four R & R centers. If the R & R center receives a request, they receive so much money to search the request; if they fill it, they receive so much more. If they don't fill it, they at least receive the search fee. Requests can be referred from one R & R center to another, and I'll talk about that a little bit more in a few minutes.

The goal in Illinois, our state plan long range goal, is the assured provision of excellent library service for all the residents of the state, so that the need for cultural, educational, informational, and recreational resources can be met, and the governmental and economic development of the state can be fostered. If you want to read about the Illinois Plan you should take a look at the November issues of Illinois Libraries. 1972 has the first plan; 1973 has the revised plan, and 1974 is going to have the new, revised plan. We usually start revising the plan as soon as we finish with it every year.

Our subgoals include: (1) the promotion and development of cooperative library networks, operating regionally or statewide, to provide effective coordination of library resources of public, special, academic and school libraries; (2) the promotion, support, and implementation of library services on a statewide basis for the cultural, educational and economic development of the state and the inhabitants of the state; and (3) the promotion, support, implementation, and maintenance of library services on a state level for all officers, offices, state offices, the General Assembly, the Judiciary, and all state agencies, bodies, and commissions. The state library is a library for state government, and is the capstone for the Illinois library network.

Membership in the library systems is voluntary, but we require public libraries who became members of the system to agree to reciprocal borrowing; that is, to join a system a local library must agree to honor the borrowers'

cards issued by other system members. Recently, we've had some systems who have signed reciprocal borrowing agreements with other systems, which gives the users access to many more resources, especially if the user would like to drive over and use another library or happens to work within the boundaries of another system. In Chicago, of course, this is rather important because so many people live in the metropolitan area. They may work twenty-thirty miles from where they live, and they pass through many different library districts. I haven't seen a figure of how many libraries are in that area but there are five systems just in the Chicago metropolitan area. So, reciprocal borrowing is very important from the user standpoint.

Regional intertype library councils have been established. We have a regional library council organization in the Chicago metropolitan area cutting across six different metropolitan counties, in terms of coordinating the various services and resources in that area. This has been going on for about three years now. Barry may wish to talk about that later on as he discusses his intertype library council in the Illinois Valley Library System.

This is what the network looks like today. As you see, it's basically the same diagram you saw a few minutes ago, but I put the colors in and I wasn't about to put the colors on the other one after I got through drawing circles in those acetate sheets, in order to fit them into the circles I had already drawn on this. You'll see in red, the Research and Reference Centers. You see in green, in the middle, in the systems, the public libraries or member libraries, the academic and special libraries, which are considered the affiliate members. They're not true members of the system because of the Illinois law which requires the public libraries to be full members of the system. That is creating a problem, which Barry will probably address himself to, in our systems as far as administration and representation goes. The schools you see are not colored yet, because we plan to bring them into the network in some way in 1975, and we are now beginning to figure out how we're going to do that. The blue areas, over here to your right, are what we have termed Special Subject Resource centers. John Crerar Library signed a contract, starting July 1, as a special resource center for the state, which means that material in the area of science, technology, and medicine which cannot be filled at the local library on system, or subsequently at the Research & Reference Centers, and will be sent to John Crerar Library. The Crerar Library will be reimbursed for searching and filling, in the same manner the other R & R centers are reimbursed. This opens up a collection of over a million volumes in the health sciences, and science technology, to the citizens of Illinois. We plan a couple more "Special Centers,"

in order to, again, carry out our goal of opening all of the resources of the state to citizens, if they should need them.

Now you'll notice that the special and academic libraries are within the system's circle there. This means that they have signed an agreement, and that agreement states that they will neither lower their budgets below the previous year, nor will they lower their materials budget below the previous year. The idea behind that agreement is that we didn't want the institutions of which there libraries are a part to say to the librarians: "now that you have access to the network and to all of these various resources, then you probably don't need as much money as you've been getting." I don't know how that's worked out because the economy of the times has dictated some cuts, obviously, but not because of a library belonging to a network. The academic and special libraries go to the system's headquarters for interlibrary loan; if the system's headquarters cannot fill it, the request is sent to the State Library, or to one of the other R & R centers.

This is the Illinois interlibrary loan network. We have 101 academic libraries belonging to the network. We have 82 special libraries belonging, also. If an academic library has over 200,000 volumes, it can go directly to one of the R & R centers. We feel that for a library of that size, the systems probably will not have the information wanted, so these libraries should go directly to the R & R centers. They go primarily, I think, to the University of Illinois, which as you know is one of the largest university collections in the country. Again, this is networking. The basic regulations provide that everyone goes through the system, but then there are exceptions as we determine what those exceptions should be. However, we determine these exceptions together. We try to determine that it's going to be fair for the other members of the network.

We have the State Library card catalog on microfilm in all of the systems. It's updated quarterly, which means that when an academic library, special or public library goes to the system; the system staff checks the State Library catalog to see if it is available. Systems also have the University of Illinois card catalog, up to 1968, and we're in the process of microfilming the University of Illinois' serials catalog, which will be placed in the systems. So you can see that we're attempting to put as much information at the system level, especially in the way of indexing and accessing information, so that if the system can tell where it is, they can go directly to the source. This will cut down search time at libraries all over the state.

We have put in a mini-computer in the State Library for our circulation of books. Four systems in Illinois will have mini-computers, which are going to be involved in circulation and interlibrary loan accounting procedures. One of our long range goals is to see if we might be able to interface these mini-computers in the state.

Teletype writers are in most of the systems and they are used to connect with the R & R centers. Thus, they are primarily the mode for sending a request from a system to the R & R centers.

To show you an example of cooperation, the Shawnee Library System, (which is at the bottom of the map I showed you a minute ago) the Kaskaskia and the Lewis & Clark System - three systems in southern Illinois-use the teletype writer at SIU-Carbondale and Edwardsville, to access the R & R centers. They do not have their own teletype writers. Since they're in that vicinity, they work very closely with the University. They send staff members to the University to search their collections, and they are using the University teletype writers. The R & R center takes the request and sends it in to the network. This again is a form of cooperation.

This basically, as said earlier, is the network in Illinois. There are problems with it. There are problems with any networking, mainly because you have people involved, I suppose, but we do wonder how well the academic and special libraries are working in the system mode. Have we just put another level of bureaucracy in? How well are the systems able to fill the request? How well are they able to handle it? It depends on the system. We have 18 library systems in the state of Illinois. We have 18 unique and different systems because we have 18 unique and different system directors. The rural systems differ from the urban systems. They have different needs; they have in some cases a little bit different goals, because their needs are different. This creates problems in some cases. For instance, the salary levels are higher, in the urban systems so they're going to attract very top-notch directors who are going to be innovative and attract other staff members who are going to be innovative. Therefore, system programs are going to grow in leaps and bounds. You may not have that factor necessarily in a rural system.

As Barry will explain later, we have a financial fact in here of $0.70 per capita and $25.00 per square mile, so you will notice that those systems in the south which are large in area have a lot of territory to cover and very few people. In the urban areas, also operating with a promise 70¢ per capita and $25.00 per square mile, they don't have much area, but they have a heck of a

lot of people. So we try to equalize the budgets out in some way. The systems in the north obviously are getting much more income from the state than the systems in the south.Although they have more income to do things with, their costs are also higher. One system in the north has just hired a networking consultant who's going to be working with all non-public libraries. He's a former school and academic librarian. He's working with the academic, special, school, and institutional libraries in that system. We have a former consultant with the State Education Office at the state level working as an assistant director in one of the systems, and she's going to be a very big help as we work toward bringing school libraries into the network. What we plan on doing is appointing an advisory committee made up of system directors, school librarians, some state library staff and sit down and figure out what's the best way to do this. What do the schools have to offer? What do we have to offer? How can we work together on this without going out and just saying, "You are now members of Illinois Network and you request materials of so-and-so." The schools are different - they differ in sophistication and level in various systems, and the systems in some cases do not think they have the staff to handle some of the request, including the volume that may come in. Frankly, some public librarians are scared to death of school libraries and the requests that can be generated. I'm never quite sure why, but I've run into some of them who say, "We dread this. We just wish you'd keep putting it off." Well, if we keep putting it off we'll never get there, but we do hope to sit down and reason together and try to figure out the best way to do it. It may not be one fell swoop. It may be on a project-to-project basis; it may be on a system-by-system basis; it may be dependent on what system is ready to tackle it. We think that school libraries have a lot to offer. District libraries have films and various media that can be offered to the systems and to the public, to the public libraries, etc. We can offer school libraries access to a lot of resources beyond what they have in their own area. School libraries can offer us expertise. You have expertise in media and equipment that we don't have, and we could really use it. I don't know that many public librarians really have a sound basis in media presentation, or are even thinking that way. In large public libraries we have A-V people, but not in the small ones. However, even in the small public library areas there are some rather sophisticated school libraries existing with access to media and various expertise. So these are some of the kinds of things that we think can work out in Illinois.

Conclusion

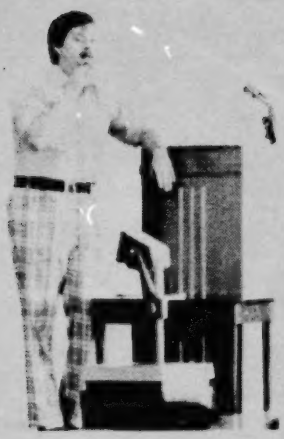
One particular project that we probably will get a report on later this

year is in a system which has been working with a school district. That school has a coordinator who's gone to our workshops on interlibrary loan and reference and found out what we need in the network. That particular librarian is now verifying all of the requests that come in from his schools. He sends those requests into the system and they're taken care of very rapidly. He understands what we need and he's doing a very good job of it. There are five school districts up there and this person is in one of them. The proposed project probably will deal with setting up a coordinator for these five districts, who will receive the requests, who will be sure that they're verified properly, and who will send those requests to the system.

Don't wait for the state libraries to come and talk to you because they may never do that. Go up and talk to them and be agressive. We are, of course, attempting at the state level to more and more change the image of state librarians from being public library oriented, which most of us are, I would imagine, to being oriented to all types of libraries. This is going to take a while, and we need the help of every kind of library involved. I can only urge that you should get involved in some way. You may shock them, or you may not, but don't wait. This is what I tell users. Go in and demand what you should be getting. And this is what I would encourage you to do if you're not already doing it. You're in a unique position at the state level, as well as those of you who are presidents of associations, to really do an awful lot to change the thinking of some people at the local level.

I have a couple of final observations of the Media Programs: District and School document that I'd like to make before I close. You can correct me, and you'll notice I left this to last. In reading through that document, I was encouraged of course, to see the attitude of cooperating and borrowing among schools at the school level and the district level, and also I'm encouraged by your attitude of trying to provide the learner with all the resources he or she wants. So you will go out in the community, you will borrow from the public libraries, regional library systems, what-have-you. I think this is great. I didn't read in there, though, and maybe it's implied, that you would be willing to lend your materials to the other libraries. I know there are many school libraries who are already lending their media to the public. I don't know whether there's anything formalized or it's just informal. I also know there are a lot who are not, just like there are a lot of public libraries who aren't doing very much other than traditional services. I was sort of hoping and looking in those Standards for a statement that your materials, your expertise, etc., would be available

to others. As I said earlier, it's a mutual trust operation - the whole thing of networking. You have to give in order to get, and I'm not sure if it's in there or not, and I'm sure I'll be corrected later on when Ben gets up if I missed. I applaud you for going out to wherever you need to in order to find the material and information for your users, but I also wonder whether you're willing to lend your materials, equipment, and expertise to those of us in the field who need it, because in many cases we don't have it. So I'll leave that question for you to ponder. Thank you very much.



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THE ILLINOIS VALLEY LIBRARY SYSTEM

My role in this section of the Institute is to discuss Illinois library systems in general, and specifically, a pilot project in the Illinois Valley Library System (IVLS) which has its headquarters in Peoria.

There are two kinds of systems allowed by the Illinois Law. There are consolidated ones. The Chicago Public Library System is the only example. It consists of the main library and branches of the Chicago Public Library. The other seventeen systems are cooperative. Cooperative systems are formed by autonomous public libraries joining an organization for their common good.

When a system is established, the State allows it certain funds annually with which to operate. The current funding formula is $0.70 per capita and &25.00 per square mile within the system's boundaries.

Each system is quite different from the others except in its governance, administration, and basic services. For example, IVLS has member public libraries which serve from 600 population to those which serve 130,000. We have one library that is a room in a fire station, and at the other end of the scale, there is one of the oldest and finest public libraries in Illinois. Primarily the Illinois Valley Library System is an urban-rural mix in contrast with other systems which are primarily suburban or rural. Each system is governed by a

board of trustees chosen from the member public library boards. Each system is administered by a professional library director and a consultant staff. Each system provides for interlibrary loan and back-up reference service to its members. The systems are restricted by law to public library memberships.

Illinois Valley Library System

Background

The first multitype library cooperative to be established in Illinois was the Illinois Regional Library Council in the Chicago area. It was originally established along the lines of the Chicago Standard Metropolitan Statistical Area, cutting across established system boundaries. Their potential membership was over one thousand libraries. It is an additional level of library coordination within the Chicago Area.

The second multitype library cooperative was established upon a different administrative premise and with library-recognized boundaries. It was decided that a cooperative system could function in the multitype library coordinating role. Since Illinois was library system oriented, the conversion of an existing public library system seemed logical.

The Illinois Valley Library System was interested in this concept and requested via a project proposal the opportunity to change its role. The project was called, appropriately enough, "System-Based Interlibrary Cooperation in the Illinois Valley Library System." There is no acronym. It seemed inappropriate for a conversion project.

The IVLS area includes 35 public libraries of which 33 are members of the System; six academic libraries, ranging from a medical school to a private, five-year university; fourteen special libraries; and nearly 70 school districts, unit, elementary, and secondary; and covers three full counties and parts of six others.

I am as Principal Investigator a full-fledged member of the System consulting staff. However, I function somewhat differently than the other staff members. In terms of the old line and staff relationships, I perform a staff relationship. I act as a gadfly. I design, monitor, and evaluate cooperative activities but permanent System staff implement and operate these activities. Therefore, when the project is over, cooperative activities will be integrated into the on-going responsibilities of the System staff.

Barriers

Attitudes are one of the greatest barriers to cooperation. System staff begin the list. I thought we had enlightened staff members. After all, they were in on the generation of the proposal. Yet their thoughts had revolved around public library needs for so long that they could not think about the general needs of libraries in our area. Even though public libraries are supposed to be for all citizens, public librarians have difficulty remembering that when a secondary school student walks in with a class assignment. Library education today helps to force us into that ivory tower. Look back to your library school days. Did you take a course in library administration? I would guess not. We took courses in School Library Administration, Public Library Administration, and so on. Before we are on the job, our scope of librarianship is narrowed to a particular type of library. So my first approach is to try to imbue librarians with a sense of commonality. "We are librarians, first and foremost. It is our responsibility to see that the people in our area are served as effectively as possible." Everyone deserves access to all the resources within our area, no matter which library has them.

Strangely enough, there is often a lack of willingness to cooperate. Here is a group which wanted the project, helped write the proposal, offered their support. Once I was hired, they were through. "Go to it," they said, "but I can't help you. My administration will not allow it."

There is a lack of statistical data upon which to make decisions. No one seems to keep statistics which are meaningful outside the primary institution. There seem to be no clear guidelines as to what one should keep and the definitions of what is kept. So comparing data is extremely difficult. I'm certain that I'm not telling you anything new. Decision-making is difficult at best under these circumstances.

There is a lack of understanding of what can be done jointly by libraries. Often, I hear that old tune, "We're so different. Our collections are different and so is our clientele." That is true in part. What we all forget by emphasizing our differences (this is imbued into our profession in part by library education) is that we all are libraries. We have common problems and we ought to utilize a common methodology for the solution of problems. That's where we make inroads. Common activities, procedures, and problems are where one begins. For example, every library has some sort of reference function; every library deals with personnel; every library has a cataloging function.

Legal jurisdictions can be trouble makers. A public library has its own taxing area. Perhaps it is the city limits or, in the case of a district, it

could follow any boundary. A school district can have the same variety. Academic and special libraries have their own legal jurisdictions. To compound this problem of separate and distinct jurisdictions and frequently overlapping boundaries, is the "corporate" authority to which libraries report. Trying to get "corporate" authorities to expand their minds--to see that "their" library might give better service through cooperation--is very difficult. There needs to be a missionary spirit among librarians to educate the people to whom they are responsible and the people who are their responsibility (patrons and employees alike) about the benefits accrued from libraries working together.

Viewed in their proper perspective, overlapping political jurisdictions can be used to advantage in cooperation. The best example in the IVLS area is the Peoria citizen who pays public library taxes, supports the community college district, the county law library, works for The Caterpillar Tractor Company and is enrolled at Bradley University. Technically, this individual supports four libraries and is entitled through his employment to the services of the Company's libraries. In three of the five cases, this person is claimed as a member of a library's "primary clientele." I maintain that as far as he is concerned, a library is a library. Why should we make him sacrifice convenience because of our narrow concepts of what any given library should provide in the way of services and materials?

At this point let me leave you with one basic criteria under which all cooperatives should operate--mutual support. This should be not only in the areas of procedures and programs but also in the area of achievement of excellence. If, as in the case of many school districts in our area, library services are at the bottom of the list of priorities (or not on the list at all), then it behooves us to force school administrations into providing better services. In some cases the decision must be made to "pick up your marbles and go home." Cooperation is based upon each doing its share and each providing the best library service it can--striving to meet its own standards.

The Beginning of the Project...

When I was hired by the System to direct this project some decisions faced us. Primary among these was what direction should we undertake, and which area needs the most attention or has the highest priority. These decisions could not be reached based upon gut reactions. Clearly, planning of some order was required. The CIPP Model for planning and evaluation was chosen. This model, developed at Ohio State University and required by the U.S. Office of Education

for statewide planning by LSCA receiving state agencies, was a natural. The Illinois State Library was using it in its long range planning and I was familiar with it.

The first requirement of the CIPP Model is Context Evaluation--what and where you are. So I spent the first six months of the project gathering and analyzing data for this phase. We decided that this must be an objective evaluation. Libraries were not surveyed individually but as members of their type of library and were measured against the latest professional standards for libraries. This process generated a hundred-page document filled with tables from which we could draw our analysis into planning areas and begin to set goals.

Four planning areas were established--personnel, resources, services, and facilities and operations.

...And the Future

Personnel Professional development is at the top of the priority list in personnel development. Librarians in our area simply do not have the kind of ready access to continuing education programs that they need and feel they need. The System has had a program of workshops for public libraries and as I looked at the program from the point of view of an outsider, I discovered a great deal which could be of benefit to librarians from all types of libraries. For example: the System does regional workshops every year. This year one was held on selection of juvenile materials. It's absurd that this was not offered to school librarians at that same time. The next series will be on information services starting from "Knowing Your Community," through "Community Surveys," to "Reference Interview." As a beginning, the System staff agreed to open one to a broader audience. This is the first step towards an integrated program.

Although the librarians in the IVLS area have all been acquainted for some time, we discovered that they really don't know each other. So we intend to develop a directory of professional personnel which will give us some indication as to what their professional strengths and backgrounds are and whether or not they will be available for consultation. It simply is an effort to better utilize the professional expertise that we have on hand.

Resources Our gut reactions and our observations tell us that libraries in our area run the gamet from a closet full of books to those of over 400,000 volumes. You know that the Caterpillar Tractor Company is going to have materials in engineering, earthmoving, etc., but you don't know at what depth they

are collecting. We are going to attempt joint collection development but in order to do that we must know what libraries do on their own. That, of course, means written collection development policies so our first task is to get each library to develop one. With these completed, we can look at the total scope of collection development, identify overlaps, and identify gaps. It may then become apparent which library is best qualified to fill the gaps. This may lead us into some joint acquisition. This, however, will only be for those materials which are esoteric or expensive.

Services Every library appears to offer a good range of services. Unfortunately, none of them are coordinated. Patrons who wander from library to library looking for something are met by a barrage of various services, all with differing rules. No wonder they go away in frustration. Perhaps this is the place for some standardization.

In July we began a new service for libraries in the area--access to computer data bases. We discovered a company in Chicago called EdiTec, Inc. which is essentially a broker for data bases. They currently subscribe to about twenty bases including ERIC; CAIN from the National Agricultural Library; New York Times; LEXIS, the legal base; INFORM, business management; INSPEC, engineering; and the chemistry data base, CHEMCON. The System has a $9,000.00 contract with EdiTec to provide us with access on a per request basis for all the libraries in our area which are cooperating. Each search is costing an average of $20.00. The System transmits the requests and receives the results via telecopier. We have had questions about schools benefiting from this service. I can tell you, two months later, that they have. The best example is the high school debate topic. How many of you have seen debate teams struggling over literature searches? In Peoria, we just cut through an expense at District #150. They used to take a bus load of students to the University of Illinois Library once a year to do a literature search on the debate topic. This year the total cost was $20.00 for an exhaustive computer search which generated a bibliography.

What good is having all these resources if you don't have access to them? None. So we're going to attempt a program of controlled access. I say "controlled" to overcome the fear of inundation that librarians have about serving patrons of other libraries. Initially, we would add another level of library card. It means that a patron being referred from one library to another will have to be screened at his own local library. This extra card could then be returned to my office with notations of what was needed and what action was taken. In this manner we would be able to have some statistical basis for

evaluating the effects of one library serving patrons of another library. I suspect that we'll prove that it has little or no effect and can abandon the additional card and have free reciprocity. I wouldn't predict that this will occur within six months. Hopefully one and a half year's data will give us the information which we need.

Facilities and Operations In our survey, we discovered (to our amazement that library facilities in the IVLS area were fairly good. This is not to say that the majority met standards. Operations did not fare so well, however. We could find little evidence of any coordination.

For example, I found seven delivery/courier services operated by or for libraries within the metropolitan Peoria area. None of them were coordinated or connected and some stopped at the same places. Yet there are libraries which are not reached by any delivery service. This is just wasteful. We hope the System can take the leadership role by linking these delivery services and encouraging the elimination of duplication.

There are at least five libraries in Peoria which have media production facilities. They vary from good to marginal. If we had one well-equipped, well-staffed media production center, we could serve all the libraries in our area much better than we do now. It is a program which needs to be investigated.

We also will be investigating computerized circulation control utilizing minicomputers. If there is a group of libraries which can fund the initial installation, we could jointly have more accurate records and reduce the amount of staff time involved in circulation control. Proper programming would also yield a wealth of data on the use of our libraries.

I would like to leave you all with one idea. We are all in libraries. We may call them media centers, information centers, or libraries, but we deal with the same types of problems. We come to grips with those problems using a library methodology. If we concentrate our cooperative efforts on our common services and problems, we will jointly make progress.

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SCHOOL MEDIA PROGRAMS AND NETWORKING

I want to preface my remarks with some statements about where I am from, so you will understand my frame of reference. I work for a state library agency, and have for 6 ½ years. It represents public libraries, institutional library services and schools, and is placed within the State Department of Public Instruction. The Division I work for is responsible for public library services, systems development, school programs, audio-visual and library programs, institutional library services, and handicapped library services. So, when I say things that sound critical, I am talking about the people I work with and for. I also want to warn you about a danger you are well aware of--making generalizations about school media programs or public library services across the United States. I am going to have to make some of those statements as observations of a person working in the field.

I would also like to say with regard to my two professional colleagues who appeared before me that I have a great deal of respect for what Illinois has done at the state and regional level. It is one of the systems trying to do a more sophisticated job than anyone else in the country of bringing schools into full membership in public library systems at the state level and regional level. It is a state with one of the more effective state level library agency programs in the country. With these prefatory remarks I shall feel free to say anything about anybody, either from my state or from other states in school or public library areas.

I have heard all of the cliches about protecting your primary clientele, which is a favorite one of anybody who worries about cooperation or networking. I have also heard talk about the desirable goal of universal access to information through whatever primary library you enter. I think the idea of universal access is one that we are going to be working toward and perhaps even may realize increasingly across the country as we try to serve overlapping constituencies.

I want to re-state what I believe about school media programs. I believe very firmly that they need to be strongest near the student; that we need the resources and the services close to the students and teachers, for as you remove those services you curtail their utilization. The new Standards talk about involving district and regional level backup services for schools, and reaching out for resources to other libraries. We have to realize that you run the risk of having a much more difficult job of coordinating the utilization of those services every time you take another step down the block, around the corner, at the center of the city, or somewhere 80 or 90 miles away at a regional center. The job of coordination is a phenomenal one because it is people-engineering. It isn't just a nice technological hook-up that's easy to set up and operate. I believe the schools are responsible for a basic provision of services at the building and district levels. Good service, excellent service, the kind of media program services spelled out in the Standards, that is what we are talking about at this meeting. We are going to have a problem dealing with other institutions that have developed programs to serve specialized clientele and the general public because of the weaknesses in school media programs. We have to face up to that realistically. I think we have made some tremendous steps in the last 10 or 15 years in the school media area in developing more effective programs, but we have a long way to go. Federal programs have helped. NDEA and ESEA have provided tremendous impetus to get that kind of growth going. LSCA has helped in the public library area. The money put into interlibrary cooperation titles has started some things, but it is simply not sufficient to do the job on the scale which is needed.

I think that Bill De John's statement about "we'll never be self-sufficient" is one that the schools haven't fully accepted. The idea of networking has thus far tended to be an informal kind of arrangement to get something from somebody else who happens to have it, rather than making a concerted effort to develop a systematic way of transferring materials and finding out what others have, reaching beyond the building level for the resources that are needed. Among school people particularly we need to start working at the concept of mediation, and the fact that you are not ever going to have all the

resources you need. Your users are on one side with tremendous needs and you have the whole world of information, not just this collection or this program to manage. Between the user's needs and that world of information, you are the one that articulates the need and presses the right buttons, reaching out, getting something here, producing something somewhere else and going beyond to reach those resources and bring them to the user in a reasonable time. One of the problems we have in schools, of course, is the immediacy of the need for information, and the procrastination of people many times when they know in advance of their need for information. I think it is important that we start thinking about systems that serve the needs of the user, and I think the emphasis in these Standards is on the user. What bothers me increasingly is that the more systems we set up, the more we create new rigidities in which to jam the user. We don't say, "The system will serve you, whatever your need is." We say, "The system will serve you if you can adjust to what the system requires," and that might mean validated requests coming through the Illinois Library System. It might mean there is only one person in the school system that Barry can deal with. There are all kinds of marvelous little things that we set up in the name of intercooperation and coordination of services that are simply new restrictions. I believe it was Don Ely's slide presentation which showed cramming a person's head in a press and making it square. There are some real problems with trying to create a new system where we simply force the user to conform, and if he doesn't, "Too bad, we'll serve you when you reach our standards of performance."

I don't believe schools have ever been really serious about the whole business of cooperation and networking. Public libraries are well ahead of schools in the concept of organizing regional resources and bringing them to bear on problems. America is an information rich country. Nowhere in the world have the information resources been assembled such as we have right now, and happily, most of them have been paid for with taxpayer's money. What we lack is a setting to make those materials available maximumly to the people who need them, and not just materials, but information. We do not have the connections; we have all the barriers; we do not have (using the body as an analogy) the veins, the arteries, or the nerves to make the information needed available to people who need it, and that's what networking is all about.

There is a very interesting book you should read, edited by Joseph Becker. It's called INTERLIBRARY COMMUNICATIONS AND INFORMATION NETWORKS, published by the American Library Association. It is the result of a conference held in 1970 at Warrington, Virginia. The results of that conference were a series of

papers. The material that came out of this meeting is being used as a basis for the National Commission on Libraries and Information Services National plan which is going to affect every one of you and the programs you are responsible for.

We have talked about the concept of networking--what it is and what it is trying to do. I think we realize that there are tremendous information needs of students and teachers that we simply will never be able to meet. We have need for the whole world of print and audiovisual resources for student use. We have the same need for professional materials. We have need for access to the data bases and information sources of various kinds for students and teachers. I am convinced that in 10 to 20 years, a far greater percentage of information seeking will be done remotely, through accessing, possibly through mini-computers, maybe in your elementary school and junior and senior high school media centers, most certainly at school district media centers. Computers now can interrogate CIJE and ERIC. Both of these are good sources and have tremendous potential in serving professionals. As we are now teaching kids how to use filmstrip projectors and other pieces of audiovisual equipment, we are going t, be teaching second, third, and fourth graders how to operate these terminals, to find information, to have it displayed for them. I am convinced that computer technology is going to revolutionize the way we deliver information. Now it sounds kind of wild to stand here, as a person who has worked so hard to try to develop building and district programs, which we do not have yet in many places, to be talking about something as far out as a technology that can bring remote information sources to schools, but we are going to use things like telephone lines and cables that are there, or are now being installed. The media program of twenty years from now is going to be much different if we do our job. If we don't, some commercial firm will come in and sell the service, and the demand for media programs will atrophy and disappear. I think there is a real danger in the country of information becoming commercialized, of the concept of free public access to information becoming a private monopoly. If you want information, all you have to do is pay for it--$20.00 a search and we'll tell you whatever you want to know. That same thing can happen to schools and it may well happen because the commercial concerns are far ahead of us, technologically, in developing sophisticated systems for information retrieval.

What then is the role of school media programs in networking at the state and national levels? I think we are responsible for preparing the student through local school programs or district programs to live in a different kind

of information environment than we have ever had in the past. If the public libraries and other institutions were shrewd, they would understand that the program has to start down there when that student is in first or second grade if he is going to be a discriminating user of those services as he leaves school and moves out into the adult world. There is a very important question being posed to schools in regard to networking. Barry alluded to it. The question is: What kind of standards are we going to force the people who enter the system to meet before they can enter? Or are we going to say to 68 of the systems Barry deals with, "Sorry, you don't meet the standards; therefore, you can get your information elsewhere." The people will answer, "But if I met the standards, I wouldn't need your service." There are some very important problems with the whole concept of networking. The National Commission will be asking, "What standards should schools be forced to meet in order to join a national system?" Should we require that everyone have certain kinds of programs, certain kinds of staffing, before we'll deal with them? A single access person at each school district level? Or one at the building level?

Let me talk a bit about some of the problems that I see that schools have in participating in networks and any kind of intertype cooperation. I think one of the basic ones is what I like to call the problem of the student as a first class citizen. That is a very real problem. Public libraries particularly are a little schizoid when it comes to the whole problem of students. They love the students for their circulation and their attendance to build up their statistics so they can justify their next budget increase, but they dislike the student because he comes in and uses all the materials, and interferes with the other programs they are trying to carry on. I think the public library has to come to grips with that question, whether it is a public library, or a "semi-public" library. I speak as a person who works in a state agency responsible for both public and school library services. We still have that problem. As I said, I think the schools are responsible for basic programs and services at the building and district level. I think the public library has to decide whether it wants students or not. If it doesn't, a sign should be placed above the door that says, "This is the Peoria Semi-Public Library, and we do not serve students. We do not accept taxpayers' funds to purchase materials or services or hire staff that will serve students, so go somewhere else and find it." Unless libraries are willing to do that, they ought to join the game and play it all the way, as a public library.

Going back to the problem of students as citizens. Somehow, if a lady comes in and wants a copy of a play to read, that request seems more valid

than a student's request for information for a paper or assignment they have in school. For some reason, the requests of students are less legitimate as a students than when they walk in as a citizen. They somehow change from the time they ask for an information piece for a paper or a speech, or a media presentation, or whatever it is they are developing, to the time they walk in, somehow mysteriously changed, as a citizen of that community.

We have some serious problems with a number of areas that have been previously referred to, but which I think should be summarized. If we are really going to join wholeheartedly as school media people in the whole concept of networking, there are a number of serious problems that every one of you are going to go home with, and that aren't going to disappear when you get there. The whole business of inservicing present and future staffs of school media programs to utilize the services, to change the educational programs and to prepare people that go out to work in our programs with the proper attitude toward service, some kind of concept of networking, reaching out for resources beyond those you have at the building or the district level--this has to be built in, and the whole business of inservice and changing people is the real basic problem of the whole networking concept. Another extremely important one that probably deserves first mention is that of determining needs of schools for information itself. Unhappily, too many library programs are based on someone else's perception of another's need for information. The media programs are built on very real curriculum related demand so we are probably in better shape than the public library in determining reaction to the user needs, but we don't have much good research on the information needs of students and teachers. I don't think that a survey is the way to get it, because as Barry mentioned, they can't articulate their needs. I'd like to mention, in regard to the book that was sent to me by Don Ely, who gave a presentation the other night, (and Don authorized me to say that he has a limited supply available; that if any of you are interested in this book, published by the Center for Study of Information and Education of which Don is the director, he would be willing to send it to you. When the supply dwindles, he will send you the ERIC number, because it is going on ERIC) AN INTRODUCTION TO INFORMATION NEEDS: COMMENTS AND READINGS. It is a fascinating gathering of readings on the whole business of information and information needs of various groups and I think we have to start getting serious about that whole area.

A basic problem which has been mentioned three or four times is what we are here talking about, essentially the topic of this conference, providing

the basic media services that all students and teachers need at the building and district levels, as a precondition of effectively networking to support those programs. How to go about doing that--the whole business of futurism and standards implementation--is wrapped up in that basic program needed at the building and district levels. How do you serve in a networking situation where there's no local contact, no one to articulate the needs of the network, no one to determine needs? How are we going to provide financial support for the development of the basic programs that we need at the building and district levels? How are we going to eliminate the human and legal barriers to cooperate activities? How are we going to deal with the lack of acceptance of school media programs and their needs by public, academic and other libraries and information centers? How are we going to coordinate the efforts across institutional lines to get networking activities and cooperative activities going? How are we going to find the money to provide the technology that is needed for more sophisticated determination of what is available, to affect delivery, whether it be delivery of material or information from remote sources? How long are we going to provide connections from the local level to the state and the national networks for information? How are schools going to be able to contract for services with these networks when they won't pay $2.50 for film rental? How are we going to cope with the whole business of managing change in the concept of mediation and networking as we try to get out people to understand what it is all about and the possible benefits to them and the students and teachers they try to serve? For those of us from state agencies, in many states the state agencies are separate for library services and for school services, and there is such a gulf between them that people rarely see each other. There is a real problem of coordination at the state level.

What kind of agency or agencies could provide the coordination we need to develop a networking concept? I would like to refer you to an exhibit I brought along. I have already had some disagreement over this book with the American Library Association, the publication and the work that went into it. TOTAL COMMUNITY LIBRARY SERVICE is a report of the conference sponsored by the Joint Committee of the American Library Association and the National Education Association, edited by Guy Garrison, 1973. This paperback summarizes the results of a combined meeting held using J. Morris Jones grant funds to determine what was necessary to coordinate total community library services. Unhappily, the American Association of School Librarians did not participate very actively in the planning of the conference; neither did AECT, and we learned of it when

someone was recommending to the Board of Directors of the American Library Association that we should all implement the results of this study. This series of meetings brought together some people to talk about trends in learning, new directions for delivery of public services to the community, man and media, present efforts in coordination, and some recommendations for what we should do in the future. I think there are some very interesting points in the book. They speak at one point about the problems that must be addressed to be solved in the immediate future: 1) Duplication of resources between information service units serving the same client group, especially public libraries and children who have young adult service units in school; 2) the multitude of collecting agencies for non-print resources, especially such things as motion pictures; 3) restrictions on access to information in libraries, especially young people trying to use adult sections in libraries and people attempting to access the contents of specialized collections; 4) continued emphasis on print as the prime means of providing information through the libraries, when so much of the information in our environment is non-print media; 5) lack of availability of display equipment for newer informational storage units; 6) lack of professional role identity of personnel in the library and information field; 7) the lack of long range planning or futurism planning for libraries as one of the agencies that will continue to operate in society. A number of recommendations are made. However, I would just like to say that the general recommendation is that they move in the direction of coordination at the community level with a community coordinator of learning resources. Who does that sound like? What combination of people is that going to be? Who will that person be responsible to?

The second recommendation of the conference was that we urge continued exploration of the concept of a community coordinating council. There were 10 or 12 other recommendations. Briefly, the whole concept of combining school and public libraries at the community level, particularly in the small community was one the whole conference addressed inself to rather energetically. One of the topics discussed was the Olney, Texas, project in which they are trying to merge in the small community of about 4,000 people the public and school libraries into a single institution. I understand it is not going very well in recent days because they have not yet found a facility, but they are moving by using some federal funds to the concept of the small community combining at the community level the three or four schools in the public library situtation. One of the things they say in Appendix B under Lab Report from Olney, Texas, is: "The feasibility of merging the public library and the school libraries and

and thereby increasing the efficiency of library service is a potential method of improving the use of tax dollars in increasing the social services of the community to its citizens." Most of you would say, "We've been there already. We're not interested." But that isn't going to solve the problems of Olney, Texas, or any of the other small communities that have inadequate resources to provide either the schools or the public with the information needs they have.

Let me raise a question that is extremely difficult. How about the public library as a possibility for the manager of the whole concept of networking the state and national systems of information? Is the public library now, or can it be changed into an agency that is capable of acting as that multi-type library networking agency? I have some reservations about whether or not it indeed can fill that role adequately as an agency to coordinate networking for information purposes. The only one trying to do it though, the one far ahead of where we are, is the public library. Dramatic systems development across the country, such as in Illinois, an excellent example, or Washington state--they are taking the lead in the concept of regionalization and networking, mostly in public libraries, as mentioned. They are trying to move in the direction of bringing together all kinds of resources into an information network concept.

What will be the relationship of this kind of network, supposing it does stay in the public library area, to the whole beginning development of regional school media centers? We have people here from Iowa, Michigan, Texas who represent three of the more sophisticated states in terms of developing regional media centers specifically for schools to back up their needs. What is the relationship of these regional centers, specifically designed to serve the regional needs of schools, to the whole concept of networking and the system now being developed in public libraries for accessing information and networking? I think those states have made the decision that they need specific programs tailored to and aimed at the regional support of the needs of school media programs at the building and district levels. Perhaps a network such as the one being developed by public library systems in most states will be able to serve some of the needs of schools, and there will need to be regional media programs to serve those other needs that these agencies cannot serve. Perhaps we cannot, because of institutional protection, prior experience, and jurisdictional problems, do it through the public library system. If we can't, should we create some kind of multi-type library coordinating agency with legislative power to force all to cooperate, making your funding

dependent on it? Is there enough power to do that, with all the institutional interests that are involved in that kind of program?

I would like to discuss briefly the National Commission on Libraries and Information Science. That agency should become very familiar to everyone in school media programs, because the National Commission is about the business of setting the tone for the 1970's, 80's, and 90's in terms of libraries and information networks in school and colleges, public and vocational schools and other information sources. They are in the process of developing a national plan for libraries and information networks. That plan is going to be, I'm convinced, to the 70's, 80's, and 90's, what LSCA, NDEA, ESEA and the whole federal posture toward libraries and information, public and school areas, were for the 1950's and 60's. We're seeing a change in the federal direction right now toward support for programs with the consolidation of ESEA and NDEA. LSCA funding recommendations are being slashed. The National Commission has published one edition and is in the second edition right now, of A NATIONAL PROGRAM FOR LIBRARY AND INFORMATION SERVICES. If you don't have a copy of this, I'll tell you how to get one. This is a second draft prepared by the National Commission, dated May 1974. Write to the National Commission on Libraries and Information Science, 1717 K Street, N.W., Suite 601, Washington, D.C., 20036. This national plan is going to be revised one more time, about next January, based on the input they got starting in May and June. When it is revised one more time, it is going to be the master plan for a legislative package to be proposed about a year later to the Congress of United States. It will call for a whole new federal posture toward library and information science, based on the creation of a sophisticated, techological national network involving all kinds of libraries and information in the public and private sectors. If you don't think school media programs are going to be affected by that, then you just don't understand the magnitude of what these people are attempting to do. Get this and read it. It has tremendous implications for school media programs.

AASL was able to get a two day conference with three of the commissioners and Rod Swartz of the Commission last March in Chicago. Some of you who are here were also at that meeting and had a chance to spend about a half-day telling the Commission what school media programs are all about. I understand that AECT had a similar meeting with them, so we have had some input into the Commission and its staff in terms of their programs. We critiqued the national plan before this edition and that critique appears in the SCHOOL MEDIA QUARTERLY, Summer, 1974, along with a critique of the critique by a person from AASL. I think it is past time for schools to make a dramatic start on the whole concept of net-

working. It has been far too long for us already to come to this point without having made a greater commitment than we have to helping people understand and start to articulate and implement the whole concept.

In closing I would like to offer some questions for discussion:

1) Will school media programs or centers be considered primary libraries?
2) How will we develop the networking attitude in all the school library media personnel working in the country?
3) Will schools be willing to share their own materials with the community? If you start networking, remember, it's a two way street. You don't just get, you must also share.
4) Will we be willing to enter that with the same kind of openness we require of other agencies in terms of sharing resources?
5) What will you do when you go back home to promote the concept of networking in the schools, in the districts, in your states?

EDUCATIONAL ACCOUNTABILITY AND SCHOOL MEDIA DEVELOPMENT

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ACCOUNTABILITY: A STATUS REPORT

My assignment is to put the context around the accountability discussion, to talk a bit about where we stand in the Summer of '74 with respect to accountability. Then you get the state and the local case from Michigan to explain what it all means. And you should think about your Guidelines when I talk; Phil talks; when Bill talks. Half the states, by now, have legislated some form of accountability using different definitions, and maybe all the states will have them by 1980. Doubtless over half the states of the 44 represented here this morning have some kind of accountability scheme on the books.

At the very simplest, to understand and think about accountability, you can derive it back to a single pair of words. At the simplest it has to do with cause and effect, ends and means, processes and products, inputs - outputs, costs - benefits, teaching - learning. It's of course more complicated than any two words can catch, but those pairs of words, and some more complex sets that you'll hear from Phil, and from Bill, I imagine, have to be part of your lexicon or you can't understand accountability; you can't even think about it.

What are the roots of the accountability movement? Ten years ago, none of the states had an accountability system, certainly under that name, and today over half do, and maybe soon all. Why is that? The commentators in explaining it look back 20 years and say things like this: "Over the past two decades, observers of the educational scene have witnessed a decided increase in criticism leveled at public schools by various segments of society." Until the mid-1950's this was the typical commentary. "Criticism was generally concentrated on a few areas, such as reading. Johnny can't read, or maybe inadequate science and mathematics in the wake of Sputnik." One commentator says: "We've progressed today to where there's a general decay of public confidence in the whole system of public education. Spiraling costs without much evidence that the money is buying anything else. Lack of clear direction for the schools. Inefficiency in the operation, and no data to show that we're getting anything done." And he traces the accountability movement to the national concern over the purposes and effectiveness of public education. That is: the national concern about the purposes and effectiveness is the driving force behind the accountability movement.

Another writer, in words that are remarkably similar, says, "the past two decades have witnessed the development of an acute confidence gap between the schools and the public." He begins in 1957 with post-Sputnik and says the confidence was further shaken in the '60s when we began to realize that schools were not taking care of minorities, the culturally different, the poor. The public pressure for change in schooling began to mount in the 60s. He goes on to say that we offered the public a lot of innovations in the 60s, we oversold them, they (the public) overexpected, but the Coleman report and other indicators said, "that stuff doesn't work," leading to a further decay in public confidence.

So that must be at least one of the roots to the accountability movement. A different one, a different social concern has to do with productivity. I mention that partly because of the anti-inflation battle that our current President will be waging, but you'll be hearing more about productivity. Productivity in the public sector by public employees has been a matter of serious concern in the past half decade. Productivity and accountability have something to do with each other, so the roots in part, one of the roots anyway, can be traced to productivity.

There are also technical changes in education that have paved the way for us. Performance-based instruction of pupils and performance-based education

of teachers represent a couple of technical advances, some would say, within the profession. It makes accountability a thinkable thought. And there have been technical developments outside of education, like PPBS, and more generally the systems approach, that make accountability a thinkable thought and maybe an achieveable goal.

The definitions of accountability vary enormously as both Phil and Bill will no doubt point out and illustrate. "Accountability is the condition of the public schools being answerable or liable to the citizenry for efficient use of resources in achieving the goals established by the people," says one definition. Another one: "Accountability is the process in which responsibility is determined and performance is analyzed for the purpose of understanding behavior and allocating resources in relation to specified goals."
Another one: "Accountability is the ability of all relevant parties in a given educational setting to supply information about their past action, in relation to mutually arrived agreements and decisions as to what they're going to accomplish". . .it goes on . . ."whether they try to do what they said they were going to do, whether they achieved it, how much it cost."

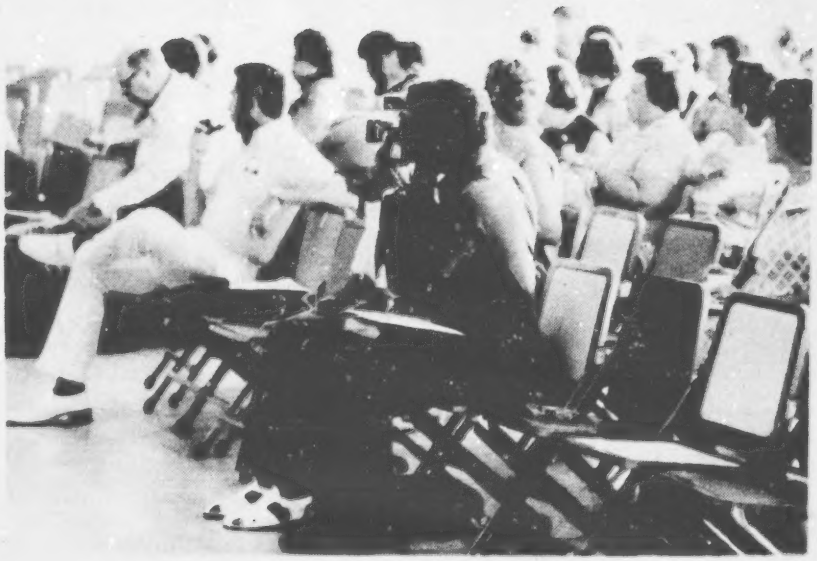
Think about cause and effect, processes and products, inputs and outputs, teaching and learning. The characteristics of accountability systems, the backbone of a typical one will have a number of vertabrae in it. You'll hear language like selecting goals, determining more specific objectives, analyzing program alternatives, developing or revising program alternatives, developing budgeting procedures, establishing timetables, evaluating objectives, reporting to the public, and evaluating and revising the whole system. A cycle of activity, from thinking up what to do, to figuring out how to do it, to trying it out, to checking on whether you did it, reporting it, and changing the method to reduce the discrepancy between intention and accomplishment. You'll hear language like external audits, where somebody else checks up your accomplishments; performance contracting, one of the means; voucher plans, one of the means. What those have in common, and this in a sense is the hallmark of an accountability system, is a bargain is struck and agreed upon exchanges made. You give me the money, and I'll give you the effect. Give me the resources; I'll give you the outcome.

If you move outside of education, the exchange is not the exchange of money for a process, i.e. in return for my 2500 dollars, I'm not looking for four weeks in the hospital. What I'm looking for is to get well. The exchange of money for results, the exchange of school money, not for teaching, but for

learning. A bargain is struck between the people and the system, between the teacher and a principal, the teacher and the pupil, between a media specialist and the administration. A bargain is struck in which something, roughly money, is exchanged for results (I want you to think about the Guidelines, we'll talk about them later).

There are many hopes for accountability and many doubts. The hopes include: improved communication with the public: we'll tell them what we're doing and they'll understand us and appreciate us better; a higher public confidence: better decisions because it is clear, we now know which way to aim the arrow; better resource allocation: that is what most of you put your money on - what aspect of the program guarantees the results - the appropriate assignment of credit--we'll know who to thank; we'll be more able to track where the money went and what it bought. It'll be clearer what the roles are. What am I supposed to do? What are you supposed to do? The team spirit will be heightened. We'll get greater satisfaction in our work; programs will become more flexible; and we'll all think better about priorities as to what to accomplish. The hopes include those. The fears on the other hand include anxiety about simplistic interpretations. Like: the student is accountable to the teacher, the teacher is accountable to the principal, the principal to the superintendent, the superintendent to the board, the board to the community, and so on. Too simply, say most writers by this Summer of 1974. It's a two-way bargain. The teacher is accountable to the principal for producing certain learning effects, but the principal is accountable to the teacher for producing certain class size and materials and other conditions. The student is accountable to the teacher for studying and she to him for good school teaching. The state will set the goals. Soon Michigan will mandate goals for all local school districts, with a consequent loss of local control, a loss of privacy for the local district. Its record will be splashed on the front pages of the Detroit Free Press for the whole State to read. These are among the fears. The result will be conformity, crushing out individual differences among schools, buildings, teachers, and even children. It will be thought of as a panacea for the ills of the schools. It will result in lowered spending for public education. It will result in simplistic measures - we'll come to evaluate schools based on the learning of spelling because you can measure the teaching of spelling. Children will be labeled. Whole schools will be labeled; indeed, whole communities will be labeled as low-achievers. Those with bad labels will stop trying, will give up hope. Unfair evaluation of teachers, administrators, students, board members. Accountability today---merit pay tomorrow.

Many hopes and many fears. So the thinking about accountability has brought us to the point of scientific, technical concern about cause and effect, inputs and outputs, processes and products. As you listen to Phil talk about the State of Michigan and to Bill talk about Kalamazoo, think about the Guidelines.



Dr. Phillip Hawkins
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AN ACCOUNTABILITY MODEL
MICHIGAN DEPARTMENT OF EDUCATION

I have a little media of my own to take care of here. I must tape my microphone to your microphone. The session is being taped, of course, but you know how it is. There, I've got a little help. You're not going to help me? Oh, it's a criterion referenced test. Can he tape the microphone in one minute and 30 seconds on a Wednesday morning? This is all rigged, you know, as an example of accountability. (Brickell - this is really an indication -- he made a promise, in effect, he promised a performance and now we're seeing whether we can hold him accountable for achieving it.) Part of the bargain was that Mitch would give you most of the information that I wanted to give you so that I could just stand up here and chat.

Unfortunately he didn't go back far enough when he started. He said that the roots of accountability can be found in the '50s. Well, that's true. The roots of accountability can also be found with Plutarch. Plutarch said "Some fathers, after entrusting their sons to attendants and masters, do not themselves take cognizance of all their instruction, by means of their own ears and eyes. Herein they fail in their duty, for they ought themselves, every few days, to test their children, and not rest their hopes on the disposition of a higher person, for even those persons will devote more attention to the children, if they must from time to time, render an account."

Let me give you another paragraph--one from our former President. In his April, 1970, message on education, he said, "To achieve reform in education, it will be necessary to develop broader and more sensitive measurements of learning than we now have. New measurements of educational output. From these considerations, we derive the concept of accountability. School administrators and school teachers alike are responsible for their performance, and it is in their interest, as well as the interest of their pupils, that they should be held accountable." Now, with all that's going for accountability, I don't see how we can lose this morning.

What I'd first like to do is give you a very brief overview of the State Board of Edventson's Educational accountability model. That model has six steps and I'd like to run through those six steps quickly for you. After that, I'll talk about some of the issues that have been raised nationally, within the state, and at local levels, about accountability--its application really, more than its concept. There's general agreement on the concept. It's the application that's the problem. And then, I'd like to discuss some of the activities the Department of Education is attempting to carry out to implement the accountability model, perhaps not as a model but as an idea, hoping that at the local level the alternatives that are devised will be appropriate and will be meaningful.

Mitch gave you a long list of activities that could come within the State Board's accountability model or any accountability model. In Michigan it has six steps which I'll list then discuss. The first step is to identify goals. The second is to define performance objectives. The third step is to assess the needs of students, teachers, principals, the school inself in terms of the performance objectives. The fourth step is to analyze the delivery system or systems which focus on addressing the needs assessed in step three in relation to those performance objectives and goals identified in the first two steps. The fifth step of the model is to evaluate the adequacy of the delivery system or delivery systems in addressing the performance objectives. The last step is to make recommendations to improve the performance of the delivery system. In all, you have goals, performance objectives, needs assessment, analysis of delivery systems, evaluation, and recommendations.

Goals are simply those general statements of purpose, those things you want to see happen.

Performance objectives are more specific statements of goals. They give you some idea of how you'll know if you've gotten where you want to go. They are sign posts. How many miles is it to a certain place? Once you achieve

objective, you've gone that distance, you know where you are.

Needs assessment takes stock of your status in relation to your performance objectives. It will tell you how far you've traveled on the road to your objectives. It will tell you how far remains to be traveled.

Analysis of delivery systems simply means answering a number of questions, How do you put your resources together? How do you put together your instructional program? How do you use your building facilities, your staff, your media? How are decisions made to use resources?

To evaluate the adequacy of delivery systems simply means, take a look at where you wanted to go in terms of your goals and objectives. You've got your needs assessment which tells you where you are, where the students are, where the teachers are, where the administration is in terms of those objectives. You know what you're doing because you've analyzed those methods you're using to try to achieve those objectives, and then you stop and look, and you ask, "Well, how am I doing? Where am I? Has there been any result from my use of this particular teaching strategy, this set of media instruments, or whatever?"

And then after you've made those evaluation decisions, you ask, "Well, what should I do next? Should I change? Should I change this system? Should I use different materials, different teaching strategies? Should I go from open classrooms to some other sort of classroom where it's self contained or whatever?" If the recommendations are any good, and they work in your school district, or your building or classroom, then perhaps they can be used elsewhere.

Now I'd like to go very briefly to the national, state, and local levels. This is the fun part, because I get to read a few articles, and paragraphs from articles. You've probably read some of them yourselves, but I'd like to read and thereby emphasize a couple, given of course that I can find them here. Here's one by Ernest House. Recently he was one of three members on the NEA and MEA blue ribbon panel which studied the Michigan accountability model and, more particularly, the Michigan assessment program. Prior to his membership on that panel, he wrote an article for the National Education Association Journal, and he discussed accountability in a parable:

> "A classroom in a small independent college in a Chicago suburb. The class, a real one, composed of local elementary school pupils who are poor readers, meets several times a week. The time is within the past five years. Four or five teachers are in charge, and they yell at the children, strike them, choke them, and make them crawl around blindfolded. The purpose is to raise the pupils reading scores. Parents, who pay for their children to partici-

pate in the program, are seated outside the classroom watching the proceedings through an observation window. Some, who cannot bear to watch, sit with their backs to the window. The unique feature of this program, described as forced learning, is the physical treatment of the pupils, which the director believes gets the desired results - a dramatic increase in reading scores. One mother says that her son has made progress in spite of some adjustment problems. (For several weeks he vomited every day, and begged not to be sent to the class, but after a while he got over that, although he still cried occasionally.) But this essay is not about the desperation of these school children. It is about balancing means and ends, about applying mechanical solutions to learning problems.

This attitude toward a mechanic implementation of accountability is reflected in national and state level organizations, especially the Michigan Education Association and the Michigan Federation of Teachers. The February 5, 1975 issue of Accountability Alert, the MEA says, "Accountability--as a concept--has everything going for it. The public is for it. Parents are for it. Politicians are for it. And certainly we as classroom teachers are for it. Perhaps it might help to remind ourselves (and others) that over the years we as classroom teachers have performed many acts on behalf of accountability. The problem--and we must get this out to our public--is not accountability as an abstract concept. The problem is accountability as a working definition and a system for achieving what we all want to achieve - improved learning for children." Well, like so many dilemmas, there seems to be agreement on the conceptual level, and disagreement on the actual application level, but unfortunately that's the only place that accountability can ever be of use in schools, and that is in the classroom at the local level. I'm sure Bill will talk very specifically to that point after I'm finished.

So as not to give you the impression that the MEA thinks accountability, although it may have some conceptually good things about it, is not workable, let me tell you a little more. They, along with a group of educational organizations called the Michigan Forum of Educational Organizations, have endorsed the model, have endorsed its application, but stress that it's something that has to be applied locally, has to be determined locally, and cannot be directed by the state. That's the current background on where we are at the state level right now. Of course I could go back and talk about the ESEA Title I legislation, the problems of the bucks, and then the congressman saying, "Well where are our bucks taking us; what are they buying?" Mitch alluded to that very

briefly and I don't want to expand on it. What I would like to do, though, is turn on that projector. I've got three issues, three issues seems to me highlight what's going on and what you as media specialists, you involved with libraries, you who have responsibility for advising people on how programs can be structured, ought to be aware of. The first issue is at the national level--What are the returns on the education dollar? The second one - Growth of professionalization, that is, teacher professionalization at the local level and the state level. And then an issue of particular importance at the local level - How to increase educational effectiveness in the scarce resource environment. It's interesting how each of those three issues relates to two dominant factors in our environment - economics and politics. It's also interesting that accountability has been picked up as the tool both by people who profess some knowledge of educational finance and those who profess to speak for the people in the political arena. Mitch said that accountability seems to have the ring of a two-word set: input - output, cause - effect, means - ends; except there's a lot more to it than that. He's absolutely right. Unfortunately, as that first question points out, the area between the means and the ends, the cause and the effect, is often neglected. Accountability becomes simply a tool that people use to say, "Okay, what are you doing; what are the results?" There's little thought given to what comes between, the interaction, the kinds of people who are involved, what their purposes are.

At the state level, one issue is the growth of professionalization. You must be aware that Michigan is on the forefront, has been on the forefront, of teacher negotiations since the middle and late '60s. Professionalization of teachers can be simply translated to autonomy. Autonomy to conduct the learning and teaching situation as well and to the ends that the teacher directs. That means taking part in defining the policies that the school board sets, taking roles in determining what curriculum will be used, taking roles in determining the evaluation criteria that will be used of teachers, and taking part in the evaluation of teachers. Mitch pointed out that accountability could mean merit-pay, could mean the use of simplistic analytic methods to determine whether teachers are being effective or not. Those simplistic results of accountability are true threats to teacher professionalization, to teachers' autonomy. Since that's the case, and since the NEA, the MEA, and then the MFT, are pushing very hard, and very rightly so, for teacher autonomy for greater professionalization of teachers, you have an immediate conflict, a conflict between the fear of what accountability can mean, on the one hand, and the striving of an occupational group to gain professional status on the other.

At the local level, the question is how can you use the available money, time, people, buildings, and materials to their best advantage. Mitch talked about striking a bargain, a bargain between the person who holds the resources and can make decisions about their use and allocation, and the person who uses those resources, who tries to turn them into something. I'm glad he said that because that's what the Department of Education has in mind when it talks about accountability. It talks about sharing responsibility. One way that it's trying to get that message across is through conferences, workshops, publications, but as all of you know, the written word, no matter how persuasive, unless it's backed up with some kind of immediate feedback or some sort of support, tends to fall by the wayside. I'm here talking to you, giving you a lot of propaganda probably, because I have a role in the Department of Education which is, in terms of people in the field, as we call you, to try to show what we mean by it, what we mean by accountability, what we mean when we say "shared responsibility." Those seem to be the issues that have put Michigan in the limelight and have made this session come about. You wouldn't be here listening to me or to Mitch or to Bill unless there was some interest in accountability.

My next step is to talk about accountability in terms of Michigan, in terms of what this state has been doing. I gave you the State six steps. I gave you some of the issues at the national, state and local levels. I'd like to turn back to those six steps and discuss them in terms of their application within the state of Michigan.

Why should a state department of education take on the horrendous task of trying to convince people that something called accountability, something that has six steps, could be of use to them? Primarily because the State Board of Education and Dr. John Porter have said that there is no reason that any student cannot be helped to learn all that he or she is capable of. There should be no discrimination in terms of the quality of an individual child's education. Now to get to that position, which is pretty far down the road, Dr. Porter began the application of the accountability model to the Department of Education and to Michigan, with the identification in 1971 of common goals for Michigan education, common goals for the entire system. They were published in a blue book and I've got copies down here in front, should you later, during the coffee break or after the session wish to pick one or two up and take them back with you.

These goals are divided into three sections. The first section is entitled "Citizenship and Morality." You may not be aware of it, but in the Michigan Constitution, education as it is delegated to the state, is termed a process

by which citizenship and morality shall be developed. Within that goal area of citizenship and morality, there are three specific goals: morality, citizenship and social responsibility, and rights and responsibilities of students.

There's a second goal area entitled "Democracy and Equal Opportunity." In that there are six goals: equality of educational opportunity, education of the non-English-speaking person, education of the exceptional person, allocation of financial resources, parental participation, and community participation.

The third of the three goal areas is "Student Learning." There are thirteen goals, in this area. I won't read them all to you, but they deal with such areas as basic skills, preparation for a changing society, creative, constructive and critical thinking, preparation for family life, continuing education. I haven't read you any of the goal statements themselves, but each one begins, "Michigan education must..." The goals relate to the entire institution of education. They relate to the Department of Education; they relate to the universities, the community colleges, private colleges, secondary schools, elementary schools, and they also relate to preschool education. But they're not mandated. They are not things which people must follow. They are recommended by the State Board of Education as guidelines and they're very general. The criticism has been leveled at them that they're too general. They're nice statements which everyone can accept, like the accountability model; everyone can accept it on a conceptual level, but when you're more specific, then you've got problems.

The Department of Education took a second step, which was to develop performance objectives. Those performance objectives, so far, deal with student learning, and I can't imagine at this time that the Department of Education, I may be wrong, but I can't imagine that the Department of Education could come out with specific performance objectives related to citizenship and morality. That's not something that the Department of Education can do, but there are specific performance objectives for student learning and those deal in nine content areas and they are becoming available this fall to anyone who wishes to write to the Department of Education.

Now what are those performance objectives? They are called minimal performance objectives. They're in nine subject areas, and they provide for groups of grade levels in the schools, those learning objectives that professional educators, lay people, parents, believe are the basic prerequisites for a child to move forward from one level to another. There is a group for first grade through third grade, the assumption being that if the school can, through those three years, develop in that student an ability which meets the objectives for

K-3 or 1-3, then that child will have a minimum basis, an acceptable minimum basis for progressing to the fourth, fifth, sixth grades. There is another set for grades 4-6. Now this doesn't mean that the Department of Education is telling districts they have to use these objectives. They're not telling districts that these are the requirements, that they will be graded on them. Mitch pointed out that districts could be labeled or buildings or classrooms could be labeled, even communities could be labeled poor districts, poor classrooms, poor learners - it's a bad learning community. Now, that fear would be very real if these minimum performance objectives were to be mandated by the Department of Education and the State Board of Education to be the minimal requirements, set requirements, for the schools. But they aren't. They are set out as examples of what the best attempt by professional educators has been to come up with those basic things that students ought to be able to do in different grade levels, but they're not mandated. They are a start.

The next step, needs assessment. The Department of Education undertook that in a very preliminary way in 1969, and fell into all kinds of problems. As I say, I don't know how many of you are aware of the Michigan Educational Assessment program and its travails. It has, in its history, been criticized by just about everybody, including the people who administer it - not only teachers, but Department staff. Recently, a Department of Education official was quoted as saying, "It was like a ball rolling down a hill which nobody bothered to stop until it gathered so much moss nobody could." But no, rolling stones aren't supposed to gather moss. Well, apparently the assessment program did. Then the Department of Education attempted and succeeded in improving the assessment program.

I'll give you a little history. The assessment program began in 1969-70 through legislative mandate. The Department said it would take two years to come up with something of real use to people. The legislature said great, let's have it in six months. The Department of Education didn't just grab a test off the shelf. It went to a good testing company and told them, "We have a problem. Here's what we want to do. We want to provide testing for every pupil in Michigan at two grade levels, 4th and 7th grade." Well, the testing company wasn't about to say, "Well here, take this standardized test." You know, go out and give it and we'll score it for you, because they had a large investment in this area too. It was just the beginning of states doing assessments of student progress. So they started with basic tests and then they called meetings of professional educators in Michigan and said, "Here's a test. Now

we're trying to find out whether the materials that are being used in Michigan schools would prepare a student to take this kind of a test." It wasn't an apptitude test; it was an achievement test in three areas - reading, math and in something that was called, I think in the first year, English Expression, which is really sort of an analysis of the child's ability to write effectively, to communicate his ideas in writing. The test was given, the Department of Education, in all of its naivete, thought that it could keep the results quiet, that it could provide, as it intended to provide, each local district with the results of its students. Not their individual students, but the score for the district. Well, there was a legislator, there were several legislators, who called and said, "May I please have the scores for the districts in my area?" The response was, "No, I'm sorry, you can't have those. There's a State Board policy that says these are . . ." and so forth. Well, it took a few words between legislators and the Department then the order came through that the Department of Education was not going to keep these things secret. So, on Valentine's Day, printed in sort of a bloody red, sort of dried blood, sort of a dark red, a big book came out which not only listed all of the districts scores - they didn't do it just alphabetically - they ranked them. So you could flip through this thing, find your district and the one above it and below it, and you could call up your friends and say, "Ha ha!" and they could say "Oh yeah?" and somebody else could call you . . . That was a pretty bad job, but that was part of the situation at the beginning of the assessment program.

The assessment program began with the intention of being able to show through the use of data that there was a relationship between the kinds of money a district had, the level of spending of a district, perhaps the equalized valuation for each student, and something about the teacher's qualifications - how long have they been in the district, how much money do they make, how many degrees they have. Well, they thought they could string all these things out on one side, and then they take the student measures and say, "Well here's reading, and here's math, here's English expression - we've even got some attitude measures in here. Do kids like school, do they like schools achievement, how do they feel about yourself" - innocent questions like that." Well because we're educated we know that you can't just relate the inputs and the outputs, but you've got to take care of some of those influences that come from the outside - those environmental influences, those things that schools can't control, because you know schools are handmaidens to the socio-economic states of the community, etc., etc. They included a socio-economic status measure. All these variables are what research says are important constructions, that is, if you

can use them without raising political problems, or getting people nervous.

The Department used a socio-economic status measure, which asked students to talk about themselves. The Department had a few problems there. Questions that asked such things as "Who acts as father in your household?" Depending on the sophistication of the household, you might get a variety of answers. And then in the honest terms it didn't work either when you took something like the upper peninsula of Michigan and you asked, "How many cars do you have?" and the kid said, "One car," but he didn't have a place to write down the two trucks and the three snowmobiles and the boats and so forth. It didn't account for that sort of thing. There was another problem - in some of the reading portions. One reading passage which gained a lot of recognition was a section from an F. Scott Fitzgerald short story that began, "Let me tell you about the very rich. They are different from you and me." Well, that didn't sit too well with some of the legislators, especially those representing the industrial blue collar areas. It didn't sit very well with a lot of people and probably very rightly so. The Department of Education, in its attempt to initiate an assessment which would simply say, "What's the status? How are the kids doing in Michigan?" got itself into the problem of asking questions that almost brought them into court on charges of invasion of privacy. The test asked questions which legislators objected to as atrocious, and, of course, the Department was communist too because we were fomenting dissension, creating class awareness. It's not very funny really, because these are the things that the Department had to deal with. Its assessment program, in coming up with its measures, did show, in fact, that there were differences between districts and eventually that there were differences between schools within districts. That's the kind of information that people were interested in because they wanted to know at the local level, where do our buildings stand, and the Department could give them that kind of information. In the first year the Department couldn't tell districts about individual students, so the legislature said, "Next year, let's have individual student reporting." That was great, too. The Department published for each school district little tabs which can be stuck on a student's folder - Johnny Jones, these scores; Larry Lewis, these scores, and so forth - this was getting a little closer to the point because it said in effect, "We can provide you some basic information about your students, some of the needs they have."

Now how do you get needs out of a standardized test? That's an interesting question. If you assume that the district has no way of preparing for the test, in the sense that they don't know what the objectives are that the testmakers had in mind, except that there's something about mathematics and reading.

It's not really very useful, certainly not as good as a teacher-made test in the sense of providing some diagnostic data. The Department of Education attempted through the revision of its Michigan Educational Assessment Program to deal with this problem. This is where the criterion reference testing comes in. In the 1973-74 administration of the test, after two years of development and field testing, items were used on the assessment which were related to specific objectives. Those specific objectives are the ones that I just talked about and one included in the minimal performance objectives. You could get a book that included a number of minimal performance objectives, and then you could get test results that would provide, as a baseline, where the students are. You could find, in fact, how many items, which items, the student missed. It is really a diagnostic tool of some merit. Unfortunately, to give this test to gain a comprehensive diagnosis of a student's real educational needs, it would take 30 to 60 hours of student time. In fact, for a classroom of 30, it would take all year long, just to give the total battery, since a lot of it is administered individually. What do you do? You limit it. You pick up a few, about 20 objectives rather than 300, and thereby you really gain a few indicators of student needs. That was satisfying to people who said, "Good, we're having less testing." It was not satisfying to people who said, "But it's a useless test. You're not giving us all the information we need." Well again, the Department was caught in a bind. How much can you do? The Department went out to the field with these tests prior to using them. They conducted teacher workshops to inform teachers about the nature, content, and uses of the test data. They said, in effect, it gives you some baseline data for beginning a needs assessment in your classroom." This program will continue. It will eventually expand. Now it's at third and fourth grade. It'll expand to the first grade, which is going to be really tough because it's individually administered with what we called " shoe box items." The kid has to do something; you can't give somebody pencil and paper at that age and expect anything. Now we are developing two more levels. There will, in the future, be an assessment in 10th grade; then it's going to be in 12th grade. The ones in the 4th, 7th, and 10th grade are academic in their focus on what the kids are learning, what they can do. The one at the first grade is developmental since it tries to key in to what developmental stage the child is in at the time. Then the one at the twelfth grade is going to be a little different. That will deal with what are called "exit competencies." They're not specific to a particular subject area; they're specific to the ability of the adult to go out into the world and apply his or her talents to earning a living, continuing his or her education, and so

forth. Progress on that is slow, on those exit competencies. We started this Spring with groups around the state, attempting to develop exit competencies.

The fourth step, delivery system analysis, is the one that I deal with in the Department of Education, and it's one that's perhaps most important to an accountability model; important because it's at that step that you try to fill in the blank between the input and the output. You try to determine what happens when that bargain is struck, which Mitch talked about, between the person who has the resources to give and the person who uses the resources for the students' benefit. What goes on with those resources? I know how difficult it is in the Department of Education to have people start thinking about that kind of a process, the use of materials, the use of resources, the use of time, and trying to get them to say, "Well this is what's going to happen if I do something. I can convert so much time into holding a conference, holding a meeting, writing a report, reviewing applications." That's one thing - the output of that time, but just try to get to that element Mitch was talking about--the effect. What happens when you review a dozen applications, when you hold three workshops, when you answer telephone calls all morning? What is the effect of something like that on the client group which you're supposed to be working for, which ultimately is the student--and, perhaps, even beyond that, the student in his community environment, in his family and so forth.

Delivery system analysis, when it's applied to a local school district, has very much the same kind of problem. I talk about the sharing of responsibility as an example. The teacher has determined through some method that the students in his or her classroom have particular needs related to science. The teacher recognizes that the students, although they seem to bunch in the middle in terms of their abilities, spread to both sides. Some are very talented; some apply themselves very diligently; some of them are not so talented; some of them just sit around and look out the window; and the teacher faces the problem: "Well how can I deal with this situation? I'm trying to get these children to, in ideal terms, develop to their fullest extent; in not so ideal terms, get to a certain place in the text by the end of the year or the end of the month." That's a very real decision that has to be made and I suppose that's the one that's the one that's made.

What does the teacher do? The teacher takes an assessment of the students because the teacher has to say, "Here are some specific objectives that I want to attain." Objectives aren't so difficult to identify if you can, first of all, recognize or reckon with the subject matter itself; if you can break the subject

matter down into categories, or groups, or learning hierarchies where you can say, "We have to go so far before the ideas can gel, then we can go to a next stage." If you're dealing in earth science, you have to get through certain questions about the makeup of the earth so you can go on and to how the elements and minerals combine in various compounds. You have to build with certain ideas. It can be the same in any subject area, and of course, the disciplines themselves disagree as to how that occurs. The teacher has to decide for his or her own classroom what that structure is going to be. What does the subject matter mean? What are the steps in learning it? Of course that's a problem too, because the teacher associations themselves say that teachers haven't been taught by the institutions to deal with that kind of problem. The institutions themselves have not prepared teachers adequately. Leaving that question aside, you try to determine what are the objectives, those steps in learning a particular subject area. Okay, you've done that. Then you have to figure out how you can measure the kids' achievement. You can assess them, but you have to write a test, and that becomes very difficult, especially if you're asking for specific skills, and then it becomes a matter of individual administration. It's all quite complicated.

The next step in delivery system analysis is to ask, "Okay, if I'm doing that, if I'm finding out where they are, what am I doing to try to get this idea across?" Now here's what seems to me to be one of the bases for this institute and for your new media standards, because they talk about the use of resources and they talk about managing them so that they can be best applied. They talk about the groupings of media; they talk about the media person being responsible for knowing which particular types of media are best suited to teaching particular subject areas. That's what is in delivery system analysis because it says, "Here's where we want to go. We've got some specific objectives." And the role of the teacher, perhaps the media specialist, is to ask "How can I apply these techniques that are available to student learning, enabling students to reach the objectives?" That's the classroom unit. Well that's fine, but suppose you can't get the materials or resources? That's where we go back to what Mitch was saying about the person who provides the resources to the person who uses them.

The teacher has to be able to come up with a statement which says, "Here's what I want to do. Here are the objectives for the students, in terms of the skills I want them to obtain; based on a rationale and understanding of the subject matter itself." Then turning to the principal or department head, head teacher, or superintendent, the teacher says, "I'm going to do these

things. I need certain resources because this particular technique will enable me to teach so many children this skill, but I haven't got that technique; I haven't got that book; I haven't got those materials; I haven't got the time; I need a paraprofessional in the classroom." The principal has to turn around and say, "Well that's all well and good. Let me see what I can do." Now that's where the crunch comes. If the principal can, in fact, turn and say, "Okay I see your needs, but I also see the needs of a dozen other teachers. Let's talk about what I can give you since I can't give you everything you want." If the teacher can begin to talk to the principal and come up with a sort of shared responsibility in terms of decision making related to what resources are going to go where, then you begin the step-by-step progression toward accountability based on the realization that the teacher certainly can't be held accountable for achieving specific skills with every student unless the means are provided. That's perfectly obvious, and I don't see why (and this is perhaps naive on my part, just the the Department was and I guess still is naive), why that's not picked and really pushed by the various education associations, especially the MEA or the NET. They nod to it, but they don't press it. If they were to press it, then they would have a position of strength, and perhaps they are, I don't know.

The principal of course has to deal with many teachers, and the principal himself has to go to his superintendent, and you have the same kind of progression. What we're talking about, really, is a redefinition of roles. We're talking about that second issue up here - professionalization. We're talking about teacher autonomy. We're talking about making decisions and having them stick. Having them stick is a problem, if you can't get the resources, if you can't get to first base. Accountability itself won't work unless you come up with this redefinition of roles which puts the teacher and the principal in touch with one another in terms of "I'm the provider of instruction and I need certain materials," and the principal in the position of saying, "Okay. You need those things. I'm going to apply my expert judgment and then make compromises on what's available." The same applies to the superintendent, the same for the Board.

In this context, the Department of Education will, this fall and in the spring, be running numbers of workshops for members of local education agencies from school board members to teachers, dealing with the application of management by objectives - the accountability model--trying to get across the idea of shared responsibility, how it can be applied.

The fifth step, evaluation, is really a tough one, and that's the one that

the Department is repeatedly criticized for because it is interrupted as somebody coming into your district to tell you that you're a failure. Of course, you could be told that you're doing fine, but that's apparently the exception that someone would tell you you're doing well. In fact, evaluation is not somebody coming in and telling you that you're doing a good job or doing a bad job. Evaluation is what you as a teacher or as a media specialist or as a principal or as a superintendent have to deal with every day. It simply asks, "We tried something. We're trying something. Does it work?"

This is where you get those simplistic measures that Mitch was talking about. How can you determine that students did well? You can write tests for that. Then the question comes, well does that mean I'm going to be evaluated; or I have to evaluate my own performance as a teacher on the basis of what the students did? That's another cruncher. I seem to have said that a lot today - "cruncher". That the teacher is directly responsible for the achievement of the students flies in the face of rationality, flies in the face of research. Evaluation is not something that can be honestly applied in a simplistic fashion, just as Mitch pointed out.

The NEA and the MEA make much of the doctor-patient analogy, pointing out that the doctor is responsible for doing his or her best, but not guaranteeing that you will survive. I wish that the MEA or the NEA, when they do talk about that, would include notice of the huge rise in malpractice suits, and also might note that at the federal level a board is being put together to make doctors accountable. It would seem to me then that the analogy between the doctor and the patient may not be as appropriate as it seemed to be before, but the problem remains of how to define that middle ground.

What happens when you give the resources, you use them, and then you get some product. The evaluation has to be able to tell you as whether certain methods did or did not work. The question is whether the methods themselves, and their application, did come up to the standard that was set for them. If you can say that, then you'd be well along the way to the sixth step.

Step six which is recommendations, you say, "We tried this. It really didn't work." or "It worked for this group of kids." If you could find that out, that something works for specific kids in a specific situation, and doesn't work for others, then you'd be well along the way to improving education, to holding the school accountable to the student. That's really what accountability means, at least in terms of the Department of Education. Accountability simply means making the educational system, the whole system, including me and the Department,

accountable to kids. The model is a way of getting information together to make decisions. You've got six steps; it's a logical process, and asks the questions, "Here we are. How can we go where we want to go? Have we gotten there? What can we do to make it better?" That's all it really is. The accountability model itself is described in these green books down in the front. It's laid out as a guide. It starts with pre-K and goes up to 12th grade: It lists the kinds of expectations you have for students along the way. It talks about each step in terms of where we want to go, how you can apply the model.

Now let me see - what were my objectives? I wanted to give you a brief overview. I gave you the six steps. I talked a little about them. I wanted to talk about the issues at the national, state and local level. I talked about where the buck's gone, about professionalization, about using scarce resources at the local level. I wanted to talk about a further definition of the accountability model. I gave you the six steps earlier and then went back and discussed each in some detail, giving you as much propaganda as I could along the way. I also read to you from the opposition, although it's not really such an opposing camp, to give you some of the ferment that's about; and I tried to relate it to the use of media, to media specialists, to the idea of the delivery system as a way of producing change and trying to determine what that way is, deciding if it worked or not, and then intervening in it. My last objective was to ask you if there are any very specific questions on anything I've said, that I could clarify for you, not in the way of discussion because that is to follow, but anything really specific that I've left out or you'd like to have me address.

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ACCOUNTABILITY: THE KALAMAZOO MODEL

I'll try to be a little more specific than what may have been presented up to this time in terms of the tremendous gap which exists between accountability as a theoretical concept, and how that construct might be put into operation in a local school system. I think accountability is just a label which for us kind of refers to our management information system. We believe to manage a school system as complex, as diversified, as ours, we have to have quick access to a great amount of relevant data so that we can measure outcomes of the various programs, practices, so we can begin to identify our strengths and weaknesses and use this as data for making appropriate changes in the system. We call that a management information system. I suppose a more common label right now is accountability. I think regardless of the label that we use, this phenomenon is here to stay in education. I believe we do have some problems in education; I think over the years, taxpayers have sort of assumed that schools can be all things to all people. We've discovered and they've discovered we can't be, and now we're wrestling with the difficult question - can we be anything to anyone and if so, what may schools be held accountable for? That's one of the issues we're wrestling with at the present time in Kalamazoo.

I suppose at a rather vague level you might define accountability as simply a label which refers to holding a school system responsible for certain types of child growth. I think it's important to emphasize that you're talking about

holding the school system responsible, not teachers. The immediate response of many teacher associations is one of opposition to accountability, contending: how can you hold teachers accountable for student learning when you've got class sizes of 35, not enough books, resources, and so forth. That's a good point, and we cannot and we should not ignore it, but there are certain given conditions, a kind of exchange, that both Mitch and Phil were talking about earlier; then you can begin to identify certain components of child growth, parts of that whole teaching-learning process for which we can and must hold teachers accountable, hold administrators accountable, and of course parents and students also plug into this process and I want to speak more to that in a moment.

At the theoretical level there's nothing at all fancy about what we're trying to do in Kalamazoo. We believe that we need to help young people going through our school system develop the basic skills, the basic understandings which they need to compete in this society, to compete for jobs, to compete for higher education. We believe that the nucleus, that the foundation and framework, for those kinds of competitive skills, lies with a basic, initial, strong foundation in the cognitive areas. In that sense, we do view ourselves primarily as an academic institution. Within the cognitive area, we view reading to be our single most important objective. We have taken seriously our responsibility to teach all children in our school system how to read at minimum levels, regardless of a number of mitigating circumstances which we often in public education use as excuses for not teaching kids how to read. I think that as you begin to get to the operational level, the whole process becomes much more complex.

There just is a tremendous gap between the rhetoric, much of the educational jargon, about what schools ought to do, about what they shouldn't do, and trying to make even that initial slight change in a public school setting. No matter how slight the change is, it has a ripple effect throughout the system, as you all know, which creates political overtones, all sorts of communications problems. It's just difficult to go that one step further and try to implement even parts of accountability schemes.

The scheme that we have, the system that we have, in Kalamazoo is not a takeoff on the state model. I'm going to talk about how we've implemented the state model in Michigan. We don't use the Michigan state model. There are many similar features. We appreciate the leadership and the primary thrust coming out of Dr. Porter's office, because it doesn't make us look as if we're just a voice in the dark talking about accepting some responsibility for child growth. Of course, we do participate in all aspects of that model that every

other school system in Michigan participates in. The point is we're much beyond that model. We're not talking about a few measures in grade 4, grade 7, grade 10. We're talking about measuring student achievement, measuring student reactions or attitudes, in every classroom and grade level throughout the system, and using this feedback to help teachers understand how that teacher is relating with kids, how effectively that teacher is teaching, administrators are administrating buildings and so forth. In that sense, we have a much more specific and comprehensive kind of model than the state model. I don't mean to imply it's right or correct. We don't know, and as you would guess, much of our operation is very controversial. I think our position is that we need to try something, base what we try on as much logic and common sense as possible, and then keep an open mind. Identify strengths, identify weaknesses. Chuck whatever doesn't seem to be working for us. Modify our programs. But what we felt we had to do was something. We did not want to get involved in that kind of five-year wheel spinning effort, where you have a committee here, a committee there, and this committee meets and makes recommendations for another committee, and five years later you finally have another committee and you decide, well maybe someday we might do something. We are doing some things; we are making some mistakes, and I'll try to remember to share a couple of those mistakes with you as I speak this morning.

I think the value of accountability as a concept, in terms of its validity or meaning for study and development, rests on a couple of basic assumptions. I think these assumptions are 1) that a public school system can make a difference, that education is important somehow (and there are people who question that), and 2) that we have problems in public education. In most public school systems, certainly in the Kalamazoo public school system, we do have problems.

You know, it's in that public school system where all the inequities of the social and political system in which we live surface. That's where the poor kids and the rich kids get together, the white kids and the black kids. That's where the drug problem many times surfaces; that's where we are at least reminded of problems with respect to venereal disease, sex education, race relations. The whole unemployment problem spills over into the public school system. We look at all those and we begin to feel very frustrated and we say 'what can we do about those?'

We look at achievement, and we feel we have a problem in achievement also. We notice in our school system, the higher the grade level the farther our children are behind national norms, at least they were a couple years ago and

we still have a significant problem in that regard. We notice an absolutely intolerable discrepency between the achievement of white students and minority students in our school sytem. We noticed for example, two years ago when administering metropolitan achievement tests to all students at all grade levels, that minority students were entering out school system on a very competitive level - 54th percentile based on national norms, all students. Our minority students are plugging into the 54th percentile; white students are slightly above that. As we looked at students at the succeeding grade levels, we noticed a slight drop for white students, and we noticed minority students absolutely falling off the scale. By the time they get to grade 7, grade 8, grade 9, they're 5 or 6 grade levels behind norm. By the time minority students reach graduation, especially black males, they are dropping out by as much as 60, 70, 80 percent. We can think of a hundred, probably a thousand, reasons to explain that. We can talk about politics and economics and a number of other factors, but when all the dust settles, when the whole thing comes down, we're not doing our job as public educators and I don't see how we can live with ourselves with those kinds of outcomes. We've made a commitment to make a difference in that regard.

We're going to make a difference in terms of some of those inequities that I'm talking about. Take something as fundamental as race relations - how can you talk about harmony in this country, if in terms of a basic skill of reading, which is needed for any future development, you have such discrepancies between races as now exist - when you talk about freedom, how can you be free if you can't read. I guess I define freedom as having some control over your own destiny, being able to grow as far and fast as you want to in your own direction. You've got to be able to read to do that. That's a basic fundamental skill and I guess I don't much care about home environment, poor socio-economic background or whatever. We are going to teach kids how to read, and I believe that making that fundamental difference at the elementary level is going to have tremendous payoffs for our students, for this country, and for whatever society our students become members of. I think its the kind of commitment that we need to see on a larger scale.

In regard to the research of Coleman and Jensen and Harowitz and Ketchem - if you look at some of these studies, they indicate that the organizational structure of the school system, nearly any factor you can get a measure on, really doesn't have anything to do with student achievement. You know, bright kids learn, dumb kids don't learn, and it goes back to home environment and

heredity and a bunch of things like that. It kind of leads you to believe, "what is this about? what are we in this business for?" I believe that those research results are primarily due to the fact that there was not significant variability in what might be called the independent variable or the educational learning strategies in different school systems. You had essentially, especially in any systematic way, the same kind of variables operating, and in those studies there was no school which was absolutely tooled up, for example, to improve academic achievement, which had a primary thrust in terms of academic achievement which said, "this is what we're about," and "we're going to make a difference in this regard."

I don't know if we will make a difference, but do we have a primary commitment. We feel that in terms of some of these other problems - we didn't create them, we cannot be expected to solve them by ourselves. We think we can have some positive influence. We do have programs to reduce the drug problem. We do have a unit on venereal disease for 7th grade students. But we can't be held accountable as a school system for the VD rate in Kalamazoo County, and people try to do that to us. Every board meeting, first and third Monday of every month, we've got people up at that microphone, "What are you doing about the VD problem?" and I'll say, "Well we teach a unit on it, and that's about all we're doing." And we're supposed to feel guilty or bad about that somehow.

What are you doing about sex discrimination? We're doing a heck of a lot in our school system about sex discrimination. We've modified reading programs, textbooks, worked with local committees and so forth. Again, with all the efforts, we've still got sex discrimination in this country and our school system is not going to solve that problem. We think we can have a positive influence, are having a positive influence. You know, you go home and watch the TV ads and you always see the woman in the kitchen with the box of Tide - (or whatever they use nowadays) you know the whole thing. There's a tremendous amount of intolerable sex discrimination in this country, and it's something that we all have to work together to solve, but because someone may observe a bit of it in the school system or in the community and somehow attribute that to the school system, we're not going to take that rap. We'll do some things. We think we can have some influence.

Take something like race relations. As an example we do have extensive system-wide two way bussing. I believe that is having both an immediate and long term positive effect on race relations in this community. I think as young children work together, study together, play together in these elementary

grades, I just know, and we're observing it, when they progress to higher grade levels together there is much more real integration, cutting across race lines, much more friendships, and much less likelihood of children at the higher grade levels falling into cliques based on race. So I think that's a positive contribution, something the school system can do. But again, we can't be held accountable for that in the entire community. You can go on and on listing the areas and the concerns that typically are dumped on education. What we're saying is, "We hear you. We listen to you. We'll do what we can do."

However, what we will accept responsibility for is basic academic growth and we're talking primarily about reading. That's where we've made a primary commitment. We've adopted an entirely new reading system - it's the Houghton-Mifflin system - it's a great system. We're making a difference for white kids, for black kids, for all students in our school system. After one year in some classrooms two years in some classrooms, operating with the new system we've observed at the elementary level achievement gains in reading as high as one and a half, two years for the amount of time spent in school. I didn't do that. No administrator did it. Those classroom teachers did it, and that's where the difference has to happen. When you talk about accountability, it's got to be into that classroom somehow because that's where the difference has to be made.

At the secondary level, we really haven't made a dent. We're accused, and I in particular am accused, of trying to do too much too fast. We heard a discussion earlier this morning about some of the fears associated with accountability. Some fear that maybe school systems will be rank ordered, based on achievement. We're beyond that. We do rank order buildings in this community, and don't really apologize for it, based on achievement. You see that's just one indicator. We do have some schools which have very low socio-economic attendance patterns, two of which in our school system last year had the highest achievement in the community. This begins to demonstrate that those SES factors are not the only things affecting student achievement. When you have that commitment at the local administrative level and the building and teacher level, you can begin to make some kind of a difference.

We're being accused of trying to do too much too fast. Why don't you back off a little bit, everybody is all bent out of shape, and you've really got to slow this thing down. When I look at what we've actually done, I don't think we've really done anything yet - we just haven't. There's a slight difference at the elementary level. We've got the whole violence component pretty much out of the school system, which we thought was a first, initial, very important

objective that we had to achieve. But looking at the secondary level, especially junior high schools, we have not even scratched the surface there. We still have tremendous decline in student achievement at the 7th, 8th, 9th grade levels. We've got a very awkward transition for grade 6 to grade 7, and we are making some other kinds of changes which we hope will make a difference. I guess the point I'm trying to make is - I just don't believe we can do too much too fast. There's just too many people involved, and you just don't get the operation working together that quickly.

I'd like to share with you portions of a position statement which does represent, I believe, some additional controversial components of our system as well as more specific language regarding the models that are actually being operated in the Kalamazoo Public Schools.

The first one begins with a management structure. How do you manage a school system? Do you have a lot of committees and take a lot of votes on things? We just do not operate that way. I do not believe we have an autocratic management system. We get extensive input on practically every decision made from appropriate people. I think that's different from going to a committee structure and taking numbers of votes on things. We have drawn an analogy between the way our school system is managed and the management of a successful corporation, and you can imagine right away the red flags that go up. Hey, kids aren't widgets or cars or whatever. You can't talk about that. That's not the part of the analogy we're talking about. I'm talking about the management structure. The role to be played by the Board of Education, by the Superintendent, by administration, by teachers and so forth. When I took this job, we had some board members going unilaterally, independently, all over the school system, telling teachers and administrators how to do their job. Some board members thought they had been elected to be superintendent of the school system. From a management point of view, that is absolutely catastrophic. You've got administrators and teachers out there saying, "My goodness, who do I work for?", because one board member is saying this, another one is saying that, and so forth. My position is that that Board of Education has to play a role identical to the role of a board of directors for a private corporation. There's one contact that the board has with the school system and that's the superintendent. People in the system communicate to the board through the superintendent; the board communicates to the school system and the community through the superintendent. We do have some people going off independently, popping off once in a while, and sometimes we have to react to that, but I think we really have minimized individual board

members going directly to people in the school system.

I think the administrators in the system have to constitute, what I would call, a management team in the true management sense. We hear a lot about teacher unions throughout the country. In the states of Michigan, New York, and particularly Kalamazoo, Bay City and some others (Lansing's another one), we have had administrative groups go the union route. Two years ago I had some administrators coming to me with statements like, "I hear you just hired a Director of Special Education." "You can't do that." I'd say, "Why not?" They'd say, "Because he's got to go through the Administrator Salary Committee." "No, I know what kind of person I want." We got that thing worked out, and then we had another one where I had an administrator come to me and say, "Hey I'm really confused." "What are you confused about?" "Well who do I work for. I understand there's a salary committee of administrators that had a meeting last night and they decided to put me like two levels below what I was making before I supposedly got promoted." You see I need to know that. Administrators do need to know that. You have to have that clear kind of a line of communication. We had then, about two weeks after that, a document which was labeled as a collective bargaining agreement for our entire administrative staff which had items on there such as extra pay for evening meetings (I'm talking about administrators now), a day off for your birthday, two days off if your birthday falls on a holiday and you know, I don't mean to attribute these requests to the mass of our administrator's group. There were just some people who were caught in the middle for a while as to which direction our administrators were going to go, and were trying to represent administrators from a union point of view. My position was then, and still is, this: somebody has to represent management. I view all the people supporting the schools, all those taxpayers, all those parents, as having an interest in school system very similiar to what stockholders have in a corporation. They elect people to the Board of Education. They have to represent the best interests of kids. I as an administrator am hired to do that. All the other administrators have to do that. We've got to have that kind of management team, and if an administrator is not viewed as a member of management, then they've got to go some other route, it seems to me. Somebody has to represent management, and sometimes there are necessary adversary relationships between what's best for kids and what's best for some of your collective bargaining groups, and we have twelve of them. Whenever you get into that adversary relationship, we've got to be concerned about some kind of a happy compromise in there and most particularly keeping the interests of kids in mind.

I recognize the negative features of the profit motive that is normally associated with this coporate structure, but I do believe that certain management concepts have been shown to be extremely valuable. What we're trying to do is implement these exemplary concepts in an educational environment.

As I indicated earlier, although we do have many objectives, we view ourselves basically as an academic institution. That's controversial - right off the bat that's controversial because some people believe that how people feel about themselves and each other, how they get along with each other, is much more important. I agree in the long run. I think how one feels about himself or herself is very important, but I guess it comes back to priorities. We don't discourage our people from working in the affective areas. We encourage them. We think it's very, very important. It's kind of a chicken-egg thing about which comes first I suppose. Do you start feeling good about yourself first, or do you start achieving first. All I know is as we observe young children learning how to read, my children, other children in the school system, that experience has such a tremendous positive effect on something like self concept. They have seen Mom and Dad reading that paper for years. Now they start to read and they feel good about that. Nothing has a more devastating effect on self concept than when a young person recognizes that everybody else is learning all of those basic skills and he is not. He can't even study mathematics or social studies or physics or anything else, because he can't read the book. How can you have a wholesome self concept - how can you become a self actualized person if you realize that everyone else is achieving and you or some other group may not be? So we just feel that achieving these basic objectives does have a positive effect and will, in the long run, result in more wholesome self concepts. I'm not talking about this learning by punishment or whatever Mitch was talking about earlier. We do, as I indicated, for every student in every classroom, get systematic measures of how that student is reacting to the classroom, the teacher, other students and so forth. And we use that to help teachers relate more effectively with kids and help kids grow. Again, I guess it all comes down to viewing ourself basically as an academic institution.

In talking about, more specifically, the components of our system, I want to indicate the core of it is a vision of research and development which we have created. I think many board members in particular, view accountability as an immediate savings of money. That's not going to happen. In fact, if you really get into accountability in a meaningful way in your school system,

it's going to cost you some dough. We have business and industry spending between 7 and 9 percent of their operating budget evaluating outcomes of their various programs and practices, including their products. In education we just don't do that in a systematic way. In education we're spending like ½ of 1%. We're up right now to probably 3% of our operating budget in our whole research and development operation, which is the core of our entire accountability system. We believe that over the long haul in terms of what the community gets for its investment, that we'll effect a kind of savings. It's not going to show up as immediate savings in dollars in terms of regular operating budget.

The primary concern that we're facing in Kalamazoo, I think, relates to the controversy and accompanying anxiety regarding accountability which is based on a fear or a mistrust of how accountability models might be used. This was touched on a couple times this morning. Many fear that accountability may become a tool to arbitrarily and capriciously dismiss professional school employees. We must not allow this fear to be sufficient reason for not moving ahead, in terms of guaranteeing minimum learning outcome for all students and beyond that working toward academic excellence and career preparation. However, this fear should not be ignored, and we must demonstrate through our actions as school management, that accountability data is always used in positive constructive way, and never in a manner which may reinforce the fears mentioned above. That doesn't mean that we're going to eliminate all fears, some of the fears are justified because some of the fears are based on what should happen. In terms of administrators in the Kalamazoo Public Schools, I believe (again, it was said this morning)'accountability today, merit-pay tomorrow,' and this is a fear which many people have. Well I guess it's a legitimate fear because it is a reality. I believe in merit-pay for administrators. We don't call it merit pay. We call it performance based salary system - it's merit pay. We believe - we know - that some people do a better job than others. We just know that, and we believe that we can reduce our uncertainty about the quality of the job being done by various people. We can differentiate, and we can make salary adjustments which reward excellence and which discourage mediocrity. We've done that for two years now with administrators - not to save money. In fact, we have spent a great deal more money for salary adjustments for administrators in our school system than we would have with the previous agreement. Some administrators for the past two years haven't gotten an increase. Some administrators have gotten large increases, and one member of our staff who's here today probably got a larger increase this year than anybody else in this room. A very productive, successful year in terms of the objectives which

this person achieved, in terms of the effect which that had ultimately, on the access which students had to learning materials in our school system.

The scale we have for administrators consists basically of two components. One component is based on ratings of various groups with which that person works. The other component is based on the extent to which performance objectives are met. On October 12 of each year, every administrator in the system reports to our office the specific objectives which he/she is working toward for the coming year. We work through those objectives with them so that they are acceptable and so that we can begin to get some kind of handle on them. Over the year, the performance is monitored, feedback is given. At the end of the year, we have a great amount of data. We use this data primarily to determine the extent to which objectives have been met.

The same kind of scheme is applied to me. My salary adjustments for the past two years could have varied anywhere from 10% up to 10% downward. I give the Board of Education a set of objectives which I work toward. The Board basically evaluates the extent to which those objectives are met. That salary adjustment may vary anywhere from -10 to +10 percent.

To me that makes more sense than that old binary mode where you are either hired or fired. We're not discounting the possibility of getting fired because I think it depends on that whole political thing and then the effect it has on board members always is a problem. We have a similar scheme for administrators except their salaries may range from 0% to 9% each year. 0%s are few and far between - I don't think we had any actual zeros. Anyone achieving approximately 50% on performance objectives on all the evaluation schemes we had would be able to keep his job with no salary increase. Anyone attaining around 90% achievement would get in the range of 9%. We had one or two get 9. They got some pretty nice salary increases - some people did, some people didn't.

The question then becomes, "What are you doing with teachers?" Some people argue that accountability, in the absence of some kind of financial reward, is a rather hollow term, and really all you're doing is just saying please a lot and thank you a lot and hoping that you're getting some changes in teacher behavior. We believe - I can't say too much about this because we're still negotiating with our teacher union - that we're about to get a system that eventually will allow us to differentiate in terms of salaries between levels of teacher performance. Being educators, we've all heard for years that you can't measure the effectiveness of an educator, especially teacher effectiveness. You know, there are just factors over which that teacher has no control,

which determine overall teacher effectiveness. I understand that because there are factors over which I have no control which determine my effectiveness. Administrators are in a much more high risk position. You look at that whole learning environment. What does account for student learning? For teacher effectiveness? There's no question about it. It's a function of a complex interaction of factors. You have heredity, that's in there somehow, I don't know how much. (I don't really care how much because we can't do anything about it.) Then you've got environment - I don't know how much environment counts, but it counts for something. Even with that environment - it's not just the teacher. You've got that administrative leadership, teacher effectiveness, and student effort has got to be a part of that, and certainly that whole environment is a very important part of that. It's a part, and I think we can begin to carve out those components which will begin to give us an overall picture of teacher effectiveness. I just believe that those people supporting our school system with dollars do have to live with performance based salary schemes over which they do not have complete control. The guy selling used cars down here at the corner used car lot didn't have any control over this energy situation that we've been through and are still in. A person had to get creative, adaptive, adjust and move some pieces somehow, in order to buy some bread and milk. Certainly it's easier to teach some kids than others, but where you have students who are having learning difficulties, we have to absolutely get creative and come up with some ways of reaching those students and show that we are making a difference in terms of certain types of student learning.

I believe that we can measure the effectiveness of educators at all levels: administrators and teachers, probably to a better degree than most school patrons experience as employees. It seems to me if you're in a classroom where students are learning alot, where the students really like school, seem to feel good about themselves and each other, where other teachers say this teacher contributes to curriculum development, is professional and so forth, where the building principal has positive kinds of ratings based on some other characteristics,--you begin to put that whole composite together and I think with very few exceptions, you will have identified probably a superior teacher. In those classroom where kids just do not learn anything - they start in the fall at this level, and in the spring they end at the same level or perhaps lower, (and this happens at times) where students say that this class is just an absolute waste of time, absolutely nothing goes on in here, I come in here every day and throw pencils back and forth, teacher is absent a third of the time, late half the time - this does happen -, where other teachers express a similar view, - it seems to me you've

reduced you uncertainty also about the kind of job being done by that person.

There's a fear that accountability is somehow a violation of academic freedom. It is. Okay, it is - we need to accept that, it is. One of the items on the bargaining table for us for the past few weeks has been academic freedom. What is academic freedom? Where you can teach anything you want to teach anytime you want to teach it. Baloney. We cannot have that. How can we improve reading of students or anything else if you say teach anything you want to teach, anytime you want to teach it. We just adopted a whole system-wide reading system. Are you not going to teach reading? No, we cannot tolerate that kind of academic freedom. Okay, so it is a violation of certain kinds of academic freedom. We just need to accept that. Certainly you have some of your freedoms violated and everyone else supporting schools have some of their freedoms violated - you just can't do anything you want to do anytime you want to do it.

What I'd really like to see us work toward, and what we are working toward, is a management system which will begin to create a career for the classroom teacher. We heard earlier about a presumed conflict between teacher professionalism and accountability. I don't believe that there is a conflict. I believe the conflict is between teacher professionalism and the status quo - lock step salary schedules. I believe that's a conflict with professionalism, where every teacher regardless of performance gets the same increment provided he/she meets certain minimums. And the basic minimum is did his heart beat for the last year? I don't mean to imply anything negative about the average teacher or teachers. What I'm talking about is some hard core facts about what that contract says. When you start taking someone on because of incompetence, you've got to go to that contract and look at what incompetence is. Incompetetence says: didn't they show up on time? Weren't they there for 182 days? Were they there 5 ½ hours a day? That's it. There's not one word in that contract about teacher effectiveness which might begin to be related to things like the atmosphere of the classroom, environment, student learning and so forth. To me that's a conflict.

What we're trying to do is really create a career for the classroom teacher. I think some teachers are worth more than any administrator in this system. I don't believe that administrators should automatically be paid more than teachers. We lost a crackerjack teacher this year because this person made more money in another school system as an administrator. I would project this teacher is not going to be a successful administrator. Just a super classroom teacher. We had a millage coffee last spring and one parent said, "You should

pay this person $50,000 to keep him." I don't know about $50,000. I agree we should have paid this person more to keep him, but we can't. We simply can't. We may not pay that person more no matter how effective he is. What do the young shaker-mover teachers do who are really effective? To a great degree, they go to graduate school, end up at the university, get into administration, sell used cars, do anything they can do because they look at that classroom next door and they say, "I'm better. I'm doing the job. That person isn't carrying the weight at all, and I don't like this profession." So they try something else for a living, and I think we lose a lot of strong people in the classroom as a result of that. I think it also has a negative effect on student learning, which is what we're all about anyway.

MEDIA PROGRAMS: DISTRICT AND SCHOOL

Henry Brickell

I could say alot about the Guidelines that I received a few days ago and have studied. I could say that they're long - they certainly are, 100 pages of single spaced typing; that they're intelligent - they're that; thoughtful - certainly so; ambitious - indeed; serious - yes; that they project the media person into the center of the instructional program - indeed so. But I've been asked to comment on the Guidelines in terms of accountability. Where do they, or how do they measure on the accountability yardstick? Now that's a particular point of view. You can look at the guidelines from other standpoints as well, like the one I did in 1969 when I talked with you last, but standing on the accountability platform and looking at the guidelines from that particular perspective is the assignment.

Now, one thing first: the Guidelines project an image of you, and so did your '69 and '65 and your '60 and I guess on back through history. I wish someone would write that history because I get a sucession of images of the media specialist moving through time. I don't know where the chain plays out, but I can see him at the beginning, if he were there at all. You go into the media center and the books were chained to the library stall. He might be back in the production room illuminating a manuscript I suppose, or maybe he hadn't arrived yet. In any case, he protected the information from the people and the

people from the information, I guess.

In later decades or centuries, you could find him behind the desk, and if you asked for a copy of Silas Marner, he would tell you it's checked out and come back tomorrow, of if he had a projector or a record player - no, it was broken, but come back next week.

Then he moves forward through time. He appears in front of the desk and asks you if he can help. Then in later years it would appear that he meets you at the door, and later follows you down the hall, then into the classroom. He stands at the desk with you, gets inside your mind, your muscles. There on the covers at night, the media specialist says, "What did you have in mind?" It's what the military calls "hot pursuit."

In this series of images, as the media specialist moves through time, he goes from passive to active, from observer to helper, to participant, to leader, and perhaps to responsible person. By this time - by the present Guidelines, in his latest image or formation, he has got so inside the institution, inside the goal setting activity, the choice of instructional modes, the assessment of outcomes, that he's almost lost in the crowd. He has disappeared in a sense into the group, at least in the first half of the guidelines. He's become almost indistinguishable. His contribution - entangled, deeply entangled with the contribution of the other actors in the drama. It's as though at the beginning he was out of focus, back there behind the books, and then came very sharply into focus in 1969 Standards and then went out of focus in the 1974 Guidelines, at least in the front part where he tends to disappear and to become part of the group identity.

There's a certain mismatch in the Guidelines between the front half, when he's deeply imbedded in the system, indistinguishable from the other performers, setting goals, choosing means, and the back half of the Guidelines, Section 4 - 7 down to the Conclusion, in which he appears again, as manager, as a planner, as a purchaser, as a producer of materials, as an evaluator of services. But up front he certainly is deeply imbedded into the group until he appears in his managerial role in the back half.

These Guidelines project yet another frontier for you as media specialists, as was done in '69, '65, '60. These are as good or better than any previous document in throwing a future image out. They describe the frontier for you.

Accountability is a frontier for the school system and the question posed with me is: as you move across your frontier, as you project and move toward

it, how do you look with respect to school systems' particular frontier called accountability? One thing you notice is that the people who are most articulate and concerned about accountability tend to be in the role of superintendent or working in the central office at the state level, like Phil and Bill are, people who are on the boundary line, where the school system interfaces with the external support environment, and the job is to translate public demand, public money into outcomes, to arrange the bargains, to make the exchange, to preside over the conversion of money into learning. It occurs to me that as the Guidelines picture you, you're not exactly on that boundary. You're more deeply imbedded in the system. Now you project yourselves into the councils of leadership - you are now, in the Guidelines, policy makers at the school level, and at the school district level. You pick goals along with the other leaders, and you act responsibly for their achievement with the other leaders. But you're still a layer, at least one layer, internal to the system. You don't project yourself, and I'm not saying you should, as confronting the clients, the stockholders, the public, the people with the money, the people who want to strike their half of the bargain. You're still one layer, one concentric circle inside that, and therefore the Guidelines don't talk about the transactions, the bargains, the promises, the exchanges, probably because you haven't been cast in that particular position - on the boundary, at the interface, trading with the Indians out there as to what you're going to get in return for what you're going to give. Lacking that, it's a little hard to take part in the accountability conversation, because that's where it's located. It's always at the interface - between teacher and pupil, principal and teacher, superintendent and principal - where promises are made and promises are kept or broken. But that occurs most intensively at the greatest boundary, the biggest interface, where the school district meets the public, and the Guidelines lack the intense concern about the nature of that exchange; what do we promise, what do we demand in return, how do we deliver it, how do we get checked, and how do we go through the next years' cycle. You haven't lived on that particular boundary, and the guidelines show a lack of intense, anxious concern about that. That which characterizes the accountability literature, doesn't characterize your guidelines.

If you look at the Guidelines against any one of the accountability sequences, take a typical general purpose sequence - setting goals, selecting methods and materials, using them, checking results, checking costs, reporting results, and then recycling over and over again. If you take that sequence, then look at the Guidelines, in the goal setting stage, you participate, but

the guidelines don't translate goal setting into objectives. The level of abstraction used in the guidelines has you as key participants in goal setting, but you don't appear as translators of goals into objectives; you don't appear as technically proficient at understanding what the pupil behaviors would be to indicate that the goals have been achieved. You don't show up as performance objective specialists.

Now, another stage - selecting methods and materials, yes. That's where the Guidelines make you loom very large indeed. Obviously, you are deeply engaged in these Guidelines in selecting methods and materials.

In using methods and materials - yes. Unlike, in a sense, in the 1969 Guidelines, these have you as an applier, as a user of the materials (I'm using the word not the way you used it). Your user is the pupil, the teacher, the administrator, and the Guidelines say, without doing damage to the system, your user is the public as well. You apply the methods and materials to the user. It's not that you hand them to the teacher and stand back. You picture yourself as working with the students, teachers, administrators, and public, so you're pictured as engaging and using methods and materials.

Now when it comes to checking results, the guidelines get spongy. They get weak. When it comes to checking costs, that is, pricing the cost of raising standardized achievement test scores by two points, or pricing the learning of to spell 100 new words, or pricing learning how to make an application for a job, or any other piece of learning, the Guidelines are essentially blank on that. On reporting the results, the Guidelines are weak. If you look at any one of the accountability sequences and compare the Guidelines to them--let's go back to the very simplist pairs----means and ends, causes and effects, teaching and learning, the Guidelines are much stronger in the first half than on the second half. They're clear about the means, but about the ends; about how to teach and the learning that will occur? So, in a two word sequence, they're strong on the means or cause part, and weak on the ends or effects.

If you take another sequence--take the word "input"--someone defines it as the entering student behavior, and take the word "process", what Phil called that blank between the input and the output, and you take the word "output" and let that mean exiting student behavior. So input is what he brings; output is what he takes out; process is what happens to him in between; and surrounding conditions--the socioeconomic and background factors that both Phil and Bill referred to. Those four words--input, output, process, and surrounding conditions--that's somebody's model in an accountability system. The Guidelines

are weak on discussing input or entering student behavior, weak on discussing exiting student behavior, very strong on discussing processes--what comes between entering and exiting, and silent on economic and background factors that influence learning. They say nothing about that source of limitations on what you can accomplish with media. You get no sense in reading the Guidelines that media methods might work differently on different populations, or that the character of the child, community and family, influences, controls, conditions, could elevate, could lower achievement probabilities. The Guidelines simply don't take that into account--almost all, accountability systems know that the school can't do everything, certainly not with every child, and they say so, and in effect, limit what they promise by paying attention to what the raw material is like. You heard Bill's interesting discussion of no matter what the raw material is like, we still ought to be able to make it read, but he would go on to say perhaps, and I think he did really, that different methods and maybe more resources--more money, more people--would have to be put in for particular populations.

Anyway, the Guidelines talk a lot about process, don't say much specific about input as entering learning and output as exiting learning and they are silent on the surrounding conditions. It's really only in the budget section that there is a clear accountability thread, but it breaks in the middle of the budget discussion, I think. I'll see if I can put my hands on that paragraph, I'd like to read that to you.

You say here that "budget identifies specific"--listen now--"program objectives based on user"--that's students, teachers, administrator, public--needs. The budget identifies specific program objectives based on user needs, identifies the resources needed to accomplish the objectives, and presents the financial requirements for supplying the resources. That sounds like the budget says what's going to happen to the user, like what he'll learn, what it will take to teach him that, and what the price tag would be on the teaching. You say things like the media program is an integral part of the instructional program, rather than a support service. "The media program budget", it says here," is based on program goals and objectives." Now in an accountability system, program goals and objectives usually involve student outcomes. You say, "budget preparation applies systems theories and emphasizes program and accountability." You say other things in the budget discussion. "The budget presentation"--I'm on page 32--"emphasizes the relationship of resources to program capabilities." Listen now, "leading to desired learner outcomes."

I'll read it again. "The budget presentation, "that's the document where you present the budget", emphasizes the relationship of resources", that's money," to program capabilities, leading to desired learner outcomes."

To support requests for money, the explanations and justifications are included, and they're expressed when possible in terms of learning objectives, that is, learner outputs, what is learned, rather than resource inputs, how many books and machines there will be, and how much media staff. The budget talks in terms of learner outputs when possible, rather than in terms of how many men and machines. That's what the Guidelines said. But you forget it. The thread breaks. The rest of the discussion on the budget doesn't carry through that budget organization is a line item budget. It snaps back 50 years to a different kind of budget format. It doesn't come on through the way a true accountability budget would, and organize the budget in terms of the learning, that is, what's the price of producing certain effects on children? What's the price of producing other effects? Now, that's where the bargain gets made in budget terms, if you were dead serious about accountability, because a budget would say: if you give use column A--so much money, we'll convert it into column B--so many people, and machines and books, and we promise to give you back column C--pupil learning. That's what a genuine, fully developed budget would have to be like to hold you accountable according to your own statement, that what you're going to give people is not men and machines, but learning. So, even the budget section, which is the one part in your Guidelines that tries to meet accountability thinking, even there your memory breaks. You forget what you're talking about, and it runs downhill into standard budgeting arrangements.

The other place you would naturally look to find whether you closed the loop--if the loop is concerned with goals and to pick processes and to use them, and to check on whether they met the goals--is in the evaluation section, which is the "checking on" section, right? But the evaluation section doesn't do that. In the program evaluation part, which I will turn to, I'll read from the evaluation at the school media program level, and I invite you to listen in this list for learner outcomes, user outcomes. 1) We'll check on things like the extent of the school population the media program reaches. 2) The level of participation in media use by teachers and students. 3) The effectiveness of the media person's leadership and cooperative efforts in instructional design and implementation. 4) The ability to establish priorities within the school administration that gets enough money and the way the money is allocated. 5)

(I'm on page 50) The extent of cooperation with other media programs and community agencies--do you cooperate? 6) The satisfactions, rewards and growth of the school media staff. 7) The role of the school media program in total community efforts for children and youth. All good, but an accountatility analysis would say you stop short of describing the outcomes. What was the money for? Not for growth of the media staff, not to cooperate with other community agencies, not to get high use of media services. That's not what the money was for. It was for learning. The evaluation section doesn't list or tell you how to think about checking up on learning. In the same sense, as the earlier part that doesn't tell you how to plan learning, the last part doesn't tell you how to check on learning.

As the first half deals with goal setting of your Guidelines, the second half---the quantitative standards---deals with processes, and the third half, the half that deals with outcomes, isn't here. Now I'm not complaining about that. I didn't say to you that you ought to measure your new Guidelines with an accountability yardstick, but when I measure them with an accountability yardstick at your request, the Guidelines are 17 inches high on a 36 inch yardstick, in the sense that they deal with goal setting where you're an active participant; they deal with a choice of methods, means, materials, where you are a very active participant and designer; and the third half, the part that would deal with outcomes, isn't there. And so the typical accountability bargain isn't struck. The Guidelines don't say what you'll give back. They say, we want 10% of the per pupil operating cost, and the other shoe doesn't fall because the other half of the paragraph in an accountability sense would be, and we'll give you 11% of the learning. That's a 1% profit by putting your money into media, rather than reducing class size or raising teaching salaries, which are competing with you for your 10% request. In accountability, you have to make a promise before anybody can check on whether you've kept it, and to ask for 10% of the money, you have to promise 10% or preferably 11% of the learning. In effect, if we get that fraction of the resources, the money, the people, the materials--the 10% then we'll give you back 11%, and nobody else in the school system can make that statement, because the processes that we understand, control, and can apply, will give you bigger back for a buck. We're better than small classes; we are better than higher paid teachers; we know so much about instruction, how to set it up--what book, what machine, what method to use when--that a dollar spent on us will give you more back than a dollar spent on somebody else. That's competition for institutional resources. We'll give you more for a dollar than they will. In an accountability frame-

work, that's the way a conversation is supposed to be cast.

Now the profession is just a baby. We're at a very early stage in our ability to conduct the conversation--not only you as media specialists, but all of us in the profession. I talked about your frontier, and how you're doing on their frontier as you cross your own. And I said you're 17 inches tall on a 36 inch yardstick. They aren't very tall either, as it were. The rest of the profession in its ability to think up an accountability system, to build it, run it, make people smile. It is in a very early stage and the cases that Phil and Bill have told you about demonstrate that. So, they--the other guys--aren't very good either. I suppose if you walked into a bargaining session and said, "you give us 10% of the per pupil cost, and we'll give you 11% of the outcome," that they wouldn't know what to say next. They, the administrators--would not know whether they could get the 89% from the other people in terms of the rest of the money. So its as though I'm asking you to have a conversation where nobody wants to talk to you, but that's what the accountability framework would have you do. Okay? It wants you to talk that way--strike bargains, make promises, be checked up on, and have the results published. And we'll find out that the media specialist did indeed turn in 11% of the learning in return for only 10% of the per pupil cost. So it's in a sense unreasonable to ask you to be able to talk better than the other people, or have a sophisticated one half of a conversation with nobody to talk back. Anyway, that's the question you asked me and that's the answer.

Now, I could have looked at the Guidelines from a quite different point of view. How much progress have you made since '74? Are you as serious now as you were then? Very serious then, about becoming not only a participant but a leader and indeed, as you begin to suggest here, taking responsibility for the outcome. That's movement and I can see it between '69 and '74, in the same sense that '69 was a giant step ahead of '65. In the image that it drew of you and your participation, the '74 is five years ahead at least of the '69, but I've not been asked to discuss that. Can you keep up with your own aspirations as reflected in the Guidelines? (I turn now away from the accountability question.) You don't have the design of a complete accountability scheme here in these Guidelines. Speaking more generally, can you keep up with your own aspirations?

The reason I like to come out and talk to you all the time is that you have a wonderful tendency in your segment of the profession to stand out in the middle of open space and think up a tree and then you walk off and climb it. This is a brand new tree, and it would have been fun to talk about it from other viewpoints than the accountability point of view--and to admire it, which I do.

The Guidelines--this tree that you thought up this time--is about half of the accountability tree. If you climb it, you won't be in the land of accountability, but you'd be higher than you are now. So my advice would be to keep on climbing. If you want to get to the land of accountability, however, you've got to keep on thinking. Otherwise, you're going to run out of branches. Thank you very much.

AN AFTERNOON DISCUSSION WITH DR. HENRY BRICKELL

Okay, we'll have a large group discussion. What aspects of accountability of the guidelines.....? (Question from audience) The observation of the guidelines along the lines I examined the '69 guidelines. Well, what I said about the '69 guidelines was---you can't be serious, because you pictured yourselves in '69 as intervening in an ongoing system in a deep way. Before that, the guidelines cast you as helpers, not as deep participants in the instructional process, but the '69 guidelines took a different view about it. They cast you as designing instruction, media, which convey messages and influence learning. So a media specialist is a learning designer, and you drew a picture of yourselves as participating in creating the instructional scheme, helping run it, and checking on the outcomes. In response to that, I told you that you could think of that as a subsystem in the larger system of the school--a very, very stable system. Schools are notoriously stable, and we will not develop this at great length because you know as much about this as I do. You can really be stunned at the similarity of schools as you go about the country, or across the decades, and find they're one adult and 25 youngsters. The adult is up front doing the talking, the primary source of information is the teacher's voice, and so on. That has not changed in most institutions despite a good bit of rhetoric and teacher re-training and so on. So you have a school that's quite resistant to change, or if you don't

like the word resistant, and I'm not sure if it is the right word, there are a lot of good reasons for doing exactly what it's doing.

Now, the 1969 guidelines had you intervene in that. It's as though you reached into a cobweb and shook one of the strands. What I said to you in '69 was that the whole web will move somehow to accommodate to that intervention---might spit you back out. It might welcome the change. So I organized that around the dynamics of change in school districts. What turns them on; what turns them off; under what conditions can you produce a change. I talked to you about the conditions to get an invention, the special circumstances, if you're trying to think up something wholly new, if the guidelines imagined a way of acting that you didn't really understand, hadn't invented yet. I told you it took half a dozen conditions: very bright people, lavish resources, a chance to work by themselves, the likelihood that somebody would use what they came up with, a narrow problem, time to work on it, and I said in effect, if you don't have that you don't get an invention. I argued that all the great inventions in education came out of such hot-house enriched, artificial environments that the ordinary school doesn't produce and predicted that you couldn't invent a new kind of media program, if you didn't have such special conditions.

Then I changed the subject and talked about the conditions to get adoption for invention. I talked about competition within the school, and asked whether the media program would be crowding the rest of the school, whether you'd be living on borrowed time, because you had intruded into the schedule and got time away from people who wanted the time back, and didn't want the student working with you, but with them. Whether you were competing for space, and living in borrowed space that the rest of the staff wanted back. More seriously, whether you are trafficking in stuff that would change the teachers' behavior patterns radically.

I was telling Marilyn a few minutes ago that we just completed a study in New York State of computer services and we asked some 3,000 teachers by questionnaire and 150 of them face to face, what kind of computer services they wanted, if any. We listed some 33 choices, and then had them invent others. One of the findings in the study was, this is 1974, in New York State, that teachers said, "I want to use the computer, for instruction. I'd like it to have a list of instructional objectives, and a list of associated materials for achieving those objectives, and a set of test items to go with

those objectives, so I have kind of a neat little triplet there. I have the objective, the way to teach it, and the way to test it. I'd like to have whole sets of those." And they name some other things they'd like to have as well. And on the list we said to them, "How about the pupil using the computer to do computations, the pupil using the computer to access information," and so on and so on. By the way they ranked the services, what the teachers said to us in effect was, "Keep the kid away from the computer. That's my tool. I want to use it. Not him." And you had the 1930 image of how you use a projector. Maybe someday, maybe we'll let "him" use it, but for now, the next 30 years, I'd like to use it myself. And she stood, in effect, between the youngster and the medium, and used it for her purposes and didn't let him interact with it directly. That was interesting. It suggested the possibility that what the teacher was saying was, "I want to be helped, not replaced." The technological unemployment is always there as a possibility when you talk about the youngster using a piece of equipment that could teach school, which a book presumably can't do but a computer maybe could do.

What I was saying in '69 was, computer assisted instruction, in case you happen to be peddling that next, will get you a different kind of reaction from a collateral book in the social studies that a person might borrow to do his 12th grade term paper. I talked about the kinds of innovations that people will swallow easily and the kind that they won't, and the kind of training you would need and they would need. Well, putting that all together, you had a new picture of yourself in 1969 as agressive participants in designing and running instruction, and in response I said to you, "You're dealing with an extremely stable institution. It will not move easily, and anything that you're pushing that will change the behavior (or I could have said the reward system) of the other people in it, they may resist." I didn't say, but could have said, "You help them, but don't replace them."

Now, what about the new guidelines? It's not as apparent exactly what your role is, in the '74 guidelines as it is in the '69, to me as a reader. That's partly because the level of abstraction in which sections 1, 2, and 3 are written is higher than the level of abstraction in the 1969 guidelines. Some things are obvious. You're participating. When the councils of the mighty are convened, you're sitting at the table. You don't wait outside the door for them to come out and tell you what they're going to accomplish for the children. You're inside the room helping them decide what to accomplish, and you don't sit behind the counter and wait for them to send orders in as to what

methods, materials, what mix of media and men they will use to achieve that. You're designing that with them. So you are there from the beginning. You're a significant figure. You report directly to the chief administrator of the building or the district. Deciding what to accomplish, how to accomplish it, and it says, whether it's been accomplished, you will participate in, not as a helper, but as a first class citizen, a decision-maker in your own right. All that is clear from the new guidelines.

Now let me comment on that because you didn't have quite that position at the council table. You weren't quite that into the governing system in the 1969 guidelines. You didn't have that much power and authority. I think I'm making that a sensible contrast---you can comment on it. If you look at an organization, one of the classic ways of making a division is between line authority and staff authority. You know all about that. The line officers are the guys that have the power. That's the superintendent, the principal, the assistant principal, the departmental chairman and all the way down the line of authority. Then there's the other floaters in the system who are not on the authority line. Ordinarily that would be called staff. Thus the term line and staff organization, or support staff. Now they're not without influence, but they get it by their expertise, not because they sit in the principal's chair or they sit in the superintendent's chair, but because they know more about the subject. If they're guidance counselors, their influence comes because they know more about kids than teachers do, or so it says in the guidance counselors training book. If you're a media specialist you get your influence at the council table, not because you're in charge of any principals or in charge of any school teachers, but because you know more about something than the other people at the council table. When you speak they've got to listen because you know more about it. In the same sense, if in a curriculum discussion, a guidance counselor speaks, the department personnel presumably listen because that person knows something about kids that they don't know. What about colleges? What about careers? So when you picture you at the council table, you have to think about what it is that you know more about than anybody else, that would make them listen to you. The '69 Guidelines said in effect, we know as much about learning as they do. Without exactly saying it, the '74 Guidelines come close to suggesting that you know more about learning than they do, and you know how to put together that combination of methods and materials and time, in a sequence to match a kid to learn a thing that he doesn't know. You know what sequence he ought to learn that in. Without

using the language, the media specialist as instructional designer, instructional developer, is there in the 1974 Guidelines. To an outsider, he raises the question, "Do they know that much? Can they demonstrate it? Can they get listened to by being right, rather than being deferred to because they have a bunch of machinery and staff and books?" The mind goes on to think about what kind of additional training, if any, would you need to be right, to stay listened to. Extending that, and bringing up the accountability question again. If the question on the table was, we have a dollar and we gotta buy spelling, how do we cut that dollar up into teachers, machinery, books, and time and community participation? What's the instructional system? What should it look like? In other words, who at the table knows the best way to spend a dollar to buy the most spelling ability? The Guidelines suggest that you could step forward and make a major contribution. As a matter of fact, the Guidelines say, "start by giving me 10¢ for the media, than we'll talk about spending the rest of the 90¢." So you're already on the line for being able to produce a dime's worth of the effect, and you all need 90¢ for the other functions including your own salaries. So you must know at least 10% of what to do, and it really goes beyond that. It seems to say that in deciding what should be done with the 90¢, you'd know that as well. You can't continue in that posture without in fact knowing more and being able to demonstrate it. If the guidance counselor claims to know more about kids, but doesn't, (the classroom teacher in fact knows more about a kid because she spends more time with him than the guidance counselor ever did or ever would) and the guidance counselor can't demonstrate any extra knowledge of this particular youngster, then his power will diminish in the conversation. So will yours.

So you look at the 1974 Guidelines, and you see yourself sitting at the design table, as one of the architects. The architect? The architects' architect? Do you have the superknowledge about instruction so that you could listen to the various proposals and dejudicate among them, and say, that's interesting, that's a possibility, that's a different idea, but now in fact the best way to do that is thus and such. Is a school media person equipped to do that? Can the school media person relate her principles, research findings, what happened last year? Can he read the record in that school and say, "You see, when we did it this way it worked better than when we did it that way." But he's a better reader of the record than the other people at the table, in which case, obviously, he'll be listened to.

Well, if the 1969 Guidelines showed you as intervening, getting out of the

media center, becoming a teacher, a teacher of teachers, that could shake up the system. The 1974 Guidelines picture you as the designers of instruction, sitting with the line authority figures. It says you're with the superintendent and the assistant superintendents when they're making the great decisions about instructional design. It says you're with the principal and ranking with the assistant principal. It says, when the school curriculum council is making its decision, you've got at least one vote. The thing that makes me think about is can you demonstrate that you know as much as they do, or indeed more? Let me stop at that point. You see, my analysis runs off into your position in the system. Do you have the influence of expertise in contrast to the influence of authority, because one analysis is only two kinds. You either are principal, and your word goes because you are the department chairman or the assistant superintendent or whatever, or you know more, and they have to listen to you. That model says you have to have one or the other or you don't weigh much.

Question: (unintelligible)

I think that is an excellent question. In the turbulent, innovative, optimistic, expansive-minded sixties, when the arrow was pointing up and everything was going in a great optimistic direction--that may call for one kind of behavior from the media specialist, on kind of guidelines. If the 1970's are a different decade, a time of reflection, consolidation, checking-up, not as optimistic, does that call for a different kind of behavior?

Let's develop that image for a minute. This has been well done elsewhere. I've not done it, but if you go into that bag, you can pull out this kind of observation. The sixties were a time of great expansion, hope, optimism, social sensitivity, and concern for the whole country. Now schools get this stuff from the general climate. It doesn't happen inside schools. We picked it up from the surrounding atmosphere, so if it were true in schools, you can look right outside the door and find it in the community because it comes right through the walls by osmosis. That was a decade of ambition. In the early sixties the tremendous impact of and the visibility of the National Science Foundation in curriculum development efforts, the prestige that they have. The passage of ESEA in 1965 with Title II, Title I, Title III, and so on. The civil rights movement, following in the wake of the 1954 Brown vs. Topeka decision on the 'separate but equal.'

If the sixties were a time of great optimism, expansion, social revolution, hope, experimentation; if the wagon were being turned over, if those that were on the bottom are getting on top, then what are the 1970's? Now history is not

organized neatly so that it all switches in a zero numbered year, you understand that? But it has been suggested, it was suggested in 1970-71, way back then: "The seventies will be a decade of consolidation, settling-in, deciding what really works; a decade of realism, rather than hope, a decade of admitting that not everything works." Seers could have said the Supreme Court will decide not to integrate Detroit with the suburbs; they could have described a succession of Presidents that would have a somewhat different spirit from the succession of Presidents that we had in the 1960's; and could generally have called the seventies a decade of taking stock, not expansion, stopping, swinging the wagon back and looking down the trail from where we've come. Jim Coleman could look back over it and say, "Nothing worked." Christopher Jencks could look back over it and say, "Education is weak compared to other influences on learning." Two highly respected academics, whose words heard in the halls of Congress and in the halls of the state legislatures, can help dampen the enthusiasm, lower the hope, bring more realism. Title I didn't work; innovations didn't work. We, as I was reading this morning, promise too much, overpromise and we get overexpectations, and we reap the harvest of public disappointment, that in Kalamazoo that blacks still can't read as well as we wish they could, as well as white girls or white boys, and so we don't know what we're doing. The hope and optimism of the sixties didn't really pay off.

You can decide whether those descriptions are true. It's kind of cheap journalism to sit around and say things like that, and either you should prove one point or the other--that it was true or not. If you think that's the case, then you would say to yourselves, "Oh, I see why we have an accountability movement in the 1970's. I see why we are taking stock, being asked to promise what we can produce, rather than being given money in the hope that we can produce it." I see why accountability is much talked about, why some of our members think that the Guidelines will live out their five years of existence. In a time of growing concern about efficiency, productivity, getting a bigger bang for a dollar, are you sure you can deliver what you promise? What bargain will you strike? You can understand accountability in the schools as being a reflection of the larger stock-taking in the society, a slowing down of the social revolution, a certain amount of backlash. Giving up? Well, hoping less anyway.

These Guidelines don't address themselves to that. They don't come at that question directly. They talk about the position of the media specialist in the councils of the great, in the front half, sitting in as a co-equal goal

setter, decider of processes, and, to a degree, checker on the results. The back half then deals with management and the qualitative and quantitative aspects of media, staffing, and equipment.

Now the Guidelines don't put you in an accountability mode. You're certainly living through a decade when taking stock, finding what works, sorting things out, throwing away the innovations, a certain amount of settling-in, consolidation, a certain conservative shift in the national mood, is evident and it would affect your work as well. If you want to be current and keep with things, stay on the frontier as media specialists. It'd be smart to keep up with that movement, i. e. to get smarter about evaluation, about how you check up, about thinking about the cost per instructional hour of the given treatment versus another treatment, and being able to discuss whether, at a cost of $5.00 per instructional hour for one treatment vs. a cost of $6.00 per instructional hour for another treatment, whether you could get a 20% increment in learning in return for spending $6.00 rather than five, and whether it's worth having. Is the learning valuable enough, and could you in fact get it if somebody gave you another dollar and said, "How would you spend it Peggy?" To be able to think and talk that way would help to keep up with things in the seventies, and keep your expertise up.

So to study, and to keep sharp on evaluation, on setting objectives, on the rational choice among five ways of teaching school--which one is the most likely to work and be cheapest. The ability to think and talk that way would help you to keep your seats at the council of the great, because that's what the other guys are going to talk like. If you knew more about it than they did, then your influence would increase.

Question:

As we begin to pursue the matter of measuring what the media services contribute to learning so that we're able to say, "He gave us a nickel and we gave you 10¢ worth of benefit," how would you measure that? How would you think about it?"

Brickell:

Okay, this is live thinking. This is not canned thinking. This is not a tape recorded message. You're going to see it live, right here. It happened here first.

If you go to the end of the line and take learning as the outcome, and don't allow anything else, that is, he used ten filmstrips this year as compared

to five filmstrips last year--no credit. Okay? Taking the extreme view, what you want to say is he learned eight concepts this year as compared to five last year. You get credit for that, nothing else. You do have several users that you have postulated. I'll start this in an easy way. You've got pupils, teachers, assistant principals, principals, the director of music, the superintendent, the school board, and even the public--okay? If the objectives for the media program included the objectives for those other non-student users, what is it the teacher is supposed to learn, because that's what's you'd be promising to produce with a part of the money that you got. If you had a dime, let's assume, you intend to spend a penny of it to improve what the teacher knows, and a half cent to improve what the principal knows, and so on, and only a nickel for what the student knows.

Now, we'll talk about the part that is aimed at the staff. If you do this self-consciously, you could propose, in return for your money, to increase the teacher's knowledge of media, the relation of media choices to learning, and/or his actual use of the media. Now, that is easier to accomplish than pupil learning. It's easier to change what the teacher knows about media, or even what he knows about learning, than it is to raise arithmetic scores in the 5th grade on the standardized achievement tests. So if you take your Guidelines seriously, and you go back and read the user section, and you put the students aside for a minute, look at the other users and think about what they ought to know that the media specialist could teach them, and imagine a pretest that you give to the faculty, like the English department say, or the 2nd grade teachers, to establish that they don't know this stuff, and propose that you're going to teach it to them by the end of the year in return for one cent, it's relatively easy to make up the measuring instruments.

I'll give you an example of something the teacher ought to know. And it's fairly easy to write a test item for whether he knows it. Something about learning, okay? A teacher ought to know that the right answer to the following test item is--the one I'm going to give you. The test item says: given a range of learning among children in grade 5, in social studies concepts, a range of learning, if the teacher is highly trained and the media supply is plentiful and considerable time is devoted to the activity, the range of learning of social studies concepts 9 months later, the range will be: the same, compressed, or extended, under very good teaching conditions. She gets the kids and they're scattered all over the place, does a very good job of school teaching, with good support arrangements. When they're retested at

the end of the year, what will the range in learning look like? Now the right answer to that question is, it'll spread out. That's the right answer. The worse the teaching is, the more it'll stay the same. Good school teaching will extend the range. It will not bring the slow ones up to the fast ones. It won't. In a well-designed individualized, or even semi-individualized environment, the range will stretch out. That's just fact, and it's evident on all the data on all the standardized tests. The teacher ought to know that. You know it. Not all teachers know it. There's a percentage that will answer that question wrong. You propose to eliminate that percentage by the end of the year, that is, to teach teachers something about learning that they probably don't know, or the superintendent, or the school board. Then you would write a test item like I just did, and administer it and establish that 38% of the faculty can't answer that right and maybe none of the principals or whatever, and offer at the end of the year to change that so that the faculty now gets that 92% correct.

In short, going now beyond the illustration, set up the things about learning or media or the relationship between learning and media use, that the other users, other than pupils, ought to know. Pretest the other users to see what they don't know, and offer to teach it to raise their scores. That will be relatively easier to do than increasing pupil learning. They are more in your gunsights, the professionals are. You can get at them more easily. There are not as many of them, and if you traffic in the things that you already know about--learning and media and that stuff, rather than social studies, something that you might not know as much about, then your chances will be greater.

Now there's an approach to setting an objective that you can achieve and do credit to yourself and look smarter at the end of the year, and that's worth part of your money. Obviously, in a more sophisticated application of that, if you get administrative leaders to help pick what the other users should know, users other than students, then you're certain that you've got objectives that they value, and you'll get even more credit because you've raised the scores on what the administrators cared about, and when you're competing for resources inside the institution, that's a good thing to do. You will demonstrate that you can at least teach adults, and raise the hope that you might know something about teaching children.

Now, as far as improving pupil learning. The most straightforward way to demonstrate the contribution of media, the most straightforward way to prove it, is to get data from two different settings---one that has good media use,

and one that doesn't. It's easier to look at a classroom or school that has no media program, or a poor one or poor staffing, poor equipment, materials or whatever, and another one that has a good setup, and to give both the same objectives. This is like setting up an experiment. Let's try it without media. Let's try it with media. Now those natural conditions tend to exist in most school districts already to an extent. You may have a perfectly even setting, where everybody has got exactly the same thing, the same caliber media services and media staff, but that's not very likely. So, in this approach, you take an aspect of learning, where you think media services are very likely to be influential. For instance, the Guidelines are so sure that a student using media becomes a more self-directed learner, more likely to set objectives or at least pick methods for learning, that you keep offering to do that over and over again. It isn't a consistent thread, but in the instructional fabric it shows up every once in a while. It's one of the pupil objectives, one of the few that you use. You don't offer to teach spelling, but you do offer to teach the self-directedness. That shows in the Guidelines. So if you're serious about that one, take that.

Now in measuring it, you have to design a situational test, or a test item, or items, where the youngster can demonstrate that he is more self-directed. Let's break that down and take a piece of it. Let's say that the repertoire of choices of a media using student will be greater than the repertoire of choices of a non-media using student. Suppose you believe that. In a good media program, he'll know more different ways to learn, than in a poor media program. We can invent a test item like an interview---it wouldn't have to be administered to all kids, because interviews are expensive of course---but let's suppose the interviewer said to the youngster, "Suppose you had to find out about subject X. How would you study it? How would you get information about it?" The student answers the question and the interviewer says, "You can't do that. That's not available. What else would you do?" The student names another one, and the interviewer says, "That's not available, what else would you do?" The student tries another one, until he finally gets to the bottom and says, "I can't think of anything else, I'm out." He's at the bottom of his repertoire of alternatives, alternative ways of getting information about the subject. A small number of students, 20 in this school, 20 in that school, randomly chosen, would be sufficient evidence of whether the depth of repertoire of the students as to how they get information differed.

The hypothesis is that in the good media program, randomly chosen kids

will have a deeper repertoire, more ideas of what the information containers are than the kids in the poor media program. Now that's a very valuable skill. It has to do with learning. The common goal of the school is, of course, to provide life-long learning skills, learning how to learn and all that stuff, and that's a fine example of it. It's one that's natural for you guys because that's the skill that you can fairly easily, we presume, produce. It's a natural one for you, and it doesn't require you to show that he learned more arithmetic or more something else that you might not be working on. So I would suggest that when it comes to student learning, you pick a number of skills or bodies of information of a kind that the kid is likely to learn through using media, through the natural experience of using it whether it's taught to him directly or not. His repertoire of how to get information will deepen, and I would offer to improve scores on that. I've talked too long already, but those are two ideas.

Question:

"How would you measure some of the intangibles like quality of life, enriching the spirit, and other highly valued but obviously difficult to measure intangibles?"

Brickell:

Well, looking at that practically for next year and the year after and the year after, I probably wouldn't try. It's just too hard a game to win, and if you win the simpler games, like the kinds I was setting up, that's good enough to maintain your credibility. Those other more important learnings of attributes, generally the school will not take 100% responsibility for anyway. You can't read the accountability literature without learning that they tend to classify: this the school will take responsibility for---reading, writing, arithmetic; this the school will share responsibility for---good citizenship behavior; and this the school will expect somebody else to do---maybe moral and spiritual values. They tend to scale those along a continuum as: we're in charge of this and we have all the stuff it takes to do it, so we'll take the blame and credit. That happens at all levels of the school system.

Last year I was working in Ohio in the redesign of teacher education with 41 public and 12 private institutions, and we talked with dozens and dozens and dozens of professors about teaching teachers knowledge---these are professors of education, so it's knowledge about education and about child psychology and all that---about skills, and about attitudes or values. So we asked them to discuss whether the state might set minimum standards for the kind of know-

ledge, skills, and attitudes and values that college graduates would be guaranteed to have. We said to the professor in effect, "What shall you be held accountable for? Shall you be held equally accountable for producing knowledge, teaching skills, and attitudes and values in these young teachers that are graduating?" Because we had heard from citizens and others that all those are important. A teacher ought to be able to know something, and be worth something--ought to have good values as well. So we talked to the professors about whether it would be realistic for the state to mandate that they would produce knowledge, skills, attitudes and values. Now what they said was, "Put us down for knowledge. We think we can handle that all right. We can teach them the subject content and the facts about educational practice. Put us down with somebody else for skills. We can do something about teaching skills here on campus, but not everything. The first three years on the job ought to have a contribution to make there, so let's get the superintendents to sign off half the blame if they can't teach school right at the end of three years. We don't want all the blame for that." And we said, "What about attitudes and values on the part of the college graduate--the graduating teacher?" And they said, "Don't put us down at all. We have to recruit good attitudes and values. We can't produce them in four years of college." So the way to get good attitudes and values is to pick good freshman schoolteachers. They come in that way--born with them, or somebody at home did it, but don't expect us to fix them up in a four year period. That's a classic case of differentiating the kinds of goals that the schools can accomplish, and the kinds that it can only share or won't take responsibility for at all.

So, because the measurement problem is so difficult, and because the school can't take all the blame, because the media program can't take all the blame or credit, I would probably for practical reasons tend to keep away from it, until measurement technology caught up with that. Until the quality of life and self-concept and attitude toward learning had been properly instrumented, and there were some tests around the place that people agreed measured that stuff. Then I'd step forward and offer to raise those test scores through media services.

I could give you an example of a measurment device, I suppose, but I wouldn't advise you in that direction. I was in Washington the other day and we had been talking with some 250 career education project directors in this study we're making for the Office of Education. We were talking about evaluating the effectiveness of a career education program, and they had run

a test that they thought was pretty clever and practical. In this particular community--it happened to be in Michigan as a matter of fact--the objective was to be chosen for a job, and the test instrument was two personnel directors from two large employers in this particular Michigan community. They brought the two employers in and had them interview 100 students, 50 randomly chosen from a career education program, grade 12, and 50 randomly chosen from a high school that did not have a career education program. They ran the 100 kids in, unidentified, and had the two personnel officers interview them in random order, and then they said to the personnel officers, "Pick 10. You can hire ten for your company, no more than 10." That was the test. The results were that nine out of the ten students that were chosen for employment had come from the high school that had the career education program. So lucky for them, they had apparently taught those kids something about how to talk in an interview, or how to feel, or how to act, or something about companies, or whatever it is you do when you're applying for a job, that they were successful at.

Now, what was the student exhibiting in the interview that got him employed? You have to talk to the personnel directors to find out. Was he exhibiting enthusiasm about work? Had he been taught something about companies? Had he been taught that getting there on time and giving a damn is valued by the employer since he wants you to care about the place? What did the students exhibit? Whatever it was, it appeared that the people that wrote that curriculum and who taught the kids, knew what turned on a personnel officer and had taught it successfully.

All right, we're talking about a behavior there, a set of behaviors that a child exhibits in a half hour interview. It's something more than pieces of knowledge and facts, something more than basic skills, and it gets over toward measuring a larger bunch of attributes than the ordinary standardized test item can measure. I give you that as an example of a sophisticated situational test that gets at a bunch of behaviors, and most important of all I suspect, where the ordinary citizen can say, "That was a good test. I believe the career education program must be achieving something. Otherwise nine out of ten of those guys wouldn't have gotten hired." So it has a certain amount of credibility as a measurement device. It's a large situation, and it's a bundle of complex behaviors. When you're measuring the quality of life, self-concept, and other complex matters the chances are that those larger, lumpier situational tests, where you exhibit a number of behaviors and get judged, so we say rather than measured, is the way those measurements will be made. Okay?

As you're looking for something other than factual knowledge, as you go up the cognitive scale, and up the affective scale, from simple knowledge through understanding and the ability to analyze and synthesize using Bloom's taxonomic classification,----as you go up toward the more complex behaviors that the phrase quality of life suggests, we'll be more likely to use lumpy, summary, situational, live test circumstances, rather than paper and pencil tests.

So if you're interested in that kind of thing, the measurement route feels to me like a situational test. Obviously, you don't want to just do that at the end of grade 12. If the quality of life as a citizen is an objective, you want to do it at 8, 17, 25, 30, 35, and so on, but that gets to be so complex and unnecessarily ambitious that I'd stay out of that territory, until the measurement boys get there.

Question:

"With all the training that's going on, the instructional development institutes, the American Management Association training programs and much more, training for accountability systems, how effective is the training? Does it deal with school problems? Does it deal with learning? Does it work? Is it worth attending those?"

Brickell:

I'm not a good observer on that. I really don't know the answer to the question. I've only some general impressions, and I can't characterize the typical instructional development institute vs. the typical AMA seminar. I don't know. There's a commonframework that they all have that is useful, whether you're studying PPBS, program planning and budgeting systems, or management by objectives. Whether you're studying instructional development, whether you're studying rational management, they have a common core and it's very useful to have it as an intellectual tool. I would say they usually teach the common core pretty well, that is, the general model. I have seen lots of people come back from lots of training sessions who got the general idea, and the idea, and the idea is that one I went over this morning. There's a control loop, in effect. There's a little simple system. It's got six steps in Michigan, or nine steps or four steps--doesn't matter, but you're taught to distinguish setting a target, describing what you're going to accomplish. Then you're taught that there's several different ways to hit that target. You can throw a spear through it or shoot an arrow or use a rifle. There's a lot of ways to get something through the target. Then you're taught that they don't all cost the same thing, and to think about the fact that some of them go straighter than others, get there faster, cost less to send. You're taught that

you're supposed to rate them, the pros and cons, think about the relative cost and the likely effect. Then to pick one, and to use it, and then to walk up to the target and see if there are any holes in it, and then measure the distance between the hole and the bullseye, and then to make a new choice of how to hit the target next time.

Now that loop, from goals, alternative processes, the choice of one, the use of one, checking up on whether it hit the target, making a new decision---that's extremely useful as a general model. Very, very useful with any audience and most of the kind of training programs that you're talking about, instructional institutes, the AMA and so on, I think do get the general model across, and to me, it's the same model. It doesn't matter what the words are. Some people call input what somebody else calls raw material what somebody else calls process. They get the words all scrambled around. It doesn't make any difference. The models are still exactly the same, and you think a lot better if you know that general model because you will discover that most of the professional conversations, if you think of that as a loop, get half way around and then peter out. They don't close the loop. They'll talk about objective setting, considering alternative treatments, picking one, using it, --and then we're ordinarily run off the track in this profession right there, because we'll talk about evaluating whether we used it, and we won't close the circle. The final report will be, did we use the treatment, not did learning occur. Did we hit the target?

I've done this and told my school boards, mainly I'll draw on personal experience here, school boards who have been to AMA institutes. Often as not school board members are executives in companies and they've had the kind of management training program at college or subsequently, on the industrial side, that we would talk about as instructional developers or accountable media specialists. In saying to your school boards you've got some things you want to accomplish, like the kids getting into college, learning to spell, and other neat things like that. Then the superintendent comes in and tells how you ought to do it. He should cut class size, or add a media specialist, or buy some books or whatever. He doesn't give you a whole list of choices, price tagged, so you can't have a good conversation with him about Method A, B, C, D, E, that comes in five different prices and has five different probabilities of succeeding. So you can sort of gamble and put your money on the roulette wheel. Let's take the 40% probability, low cost, and maybe it'll work, rather than the 50% probability, high cost mode. Anyway you vote "yes"

on something and he goes out and does it and at the end of the year he gives you the superintendent's report. It'll say things like, "The books circulated. The films were used, and the media specialist was there all day, 185 days. So there it is. You've paid your money and you've got your results." But I say to them, "it makes you feel hungry, restless and dissatisfied, because what you've been waiting for him to say is whether they spell any better and whether the percent that's getting into college has increased." The board members routinely say, "Yeah, yeah. That's it. That's exactly it. That's right. The shoe never drops. He doesn't finish the sentence. He doesn't keep the promise. We gave him the stuff to produce arithmetic learning, and what he produced was and reported was arithmetic teaching." Well, in answer to your question, my impression is that most of the training programs at least teach you to close the circle, to make your final sentence sound like an opening sentence. "We want self-directed learners, and so we go through these steps," and the last sentence is, "And so we didn't get self-directed learners. Well, we got 40% of them." Close the loop by making the final sentence--talk in the same terms--as the opening sentence. I think the training programs teach the general model. We need that in this profession because a lot of us run off the track, run off the rails toward the end of that loop.

THREE STUDIES OF THE SCHOOL LIBRARY MEDIA CENTER OF THE FUTURE

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THE FUTURE OF SCHOOL LIBRARY MEDIA CENTERS--
Preliminary Report

Greetings from sunny Oregon. This study was prompted by what Kipling termed "satiable curiosity" in the Elephant's Child. Having been away from schools for a number of years, I was curious about the developments taking place in the library media centers. A second stimulus was my commitment to the concept of planning. I believe strongly that we can affect SLMCs by the plans we do or don't make, and that the members of our profession are those best prepared to make wise plans for the future. If we don't plan, someone else will. Daniel Bell in his recent venture in social forecasting, The Coming of Post-Industrial Society, notes that although the margin for error increases the further ahead one projects, "at crucial points 'trends become subject to choice' and the decision (to accelerate, swerve, or deflect trends) is a policy intervention which may create a turning point in the history of an institution."[1] The last quarter of the twentieth century may very well be one of those turning points. In any event, knowing what trends and innovations others in the profession foresee for that period should enhance the efforts of planners.

The purpose of this study was, therefore, to determine the trends considered likely, and the innovations considered desirable in school library media centers of the future, as identified by three groups, namely: practitioners, officers of the profession, and professors. The study centers on four questions. 1) What trends do members of those groups forecast as likely to be present in school library media centers during the next 25 years? 2) What innovations would they like to see introduced in the future? 3) How do they rate these trends and innovations in terms of desirability and probable date when they may become common practice? 4) Do the three groups differ significantly in their rating of the trends and innovations?

The research design for the study was of necessity an exploratory design. It wasn't directed at determining causal relationships. A modification of the Delphi technique, developed by Olaf Helmer,[2] was used to generate data. As the name Delphi suggests, making judgements about the future is a major element of the process. The Delphi technique generally uses a series of three or in some cases four questionnaires. Each respondent in this study was asked to identify one or two trends, desirable or undesirable, likely to be present in school library media centers over the next 25 years, and one or two innovations that the respondent would like to see introduced. The second questionnaire consisted of 57 items developed from the first round responses. Participants evaluated each of the 28 trends and 29 innovations as to priorities, how desirable they thought the trend or innovations was, and as to probable date of occurance. The present study omitted the third and fourth rounds in which each respondent is provided with an average of previous round responses and then is asked to reconsider his own response and either move to the group judgement or express the reason for his minority position. Such forcing to consensus really wasn't necessary for purposes of this study.

The three respondent groups consisted of a random sample of 132 practitioners listed in the ALA Directory as being members of the American Association of School Librarians: 158 leaders of the profession, listed in the ALA Organization Handbook as being officers and committee members of AASL; and 80 professors whose teaching interests, as listed in the Association of American Library School's Directory--the directory for faculty in accredited library schools--whose teaching interests as listed there include school library organization and administration, for a total of 370. 35% of that 370 returned the first round questionnaire indicating the trends and innovations they anticipate for the future. The second questionnaire, containing the 57 items generated from that first round response, went to all of the original group, all 370, with the exception of 6 who had

asked to be excluded because they weren't working. Replies from that second questionnaire included 53 practitioners, 75 officers, and 31 professors, for a total of 44% who returned the second round questionnaire. Now in a blind questionnaire like this, 44% is evidently not such a bad number.

The findings, as to the trends: the practitioners, the officers, and the professors generally agreed in their assessment of the desirability of each trend. A Kruskal-Wallis nonparametric analysis of variance by ranks indicates that the three groups differed significantly in only four of their priority estimates for the 28 trends. They differed five times in their estimation of the probable date of occurance of each trend. Unlike Montaigne who believed that by considering the present state of things we can certainly conclude as to the future, several of the respondents said that they found it very hard to designate a probable date when the trends would become common practice.

Now in the interests of time, I will list only the first ten trends. These trends are arranged according to priority as measured on a five point scale, one being the most desirable, five least desirable. These are the ten trends arranged from one to ten by the mean for all three groups combined. Then I'll mention the ones where there is a significant difference. I'll also give the probable date of occurance as agreed on by at least 75% of the respondents. The time periods are 1975-79, 1980-84, 1985-89, 1990-94, 1995-2000. The first trend in the ranks, for all the groups combined, is "school library media facilities will be planned in consultation with media specialists." This was forecast to become common practice by 1980-84. It's common practice in many places, but evidently not at all. The second trend: "School librarians will be trained as both media specialists and curriculum consultants prepared to work with teachers in instructional planning and design."----forecast for 1985-89. 3) Increased cooperation between school and public libraries: 1980-84. 4) Greater emphasis on materials and equipment designed for individualized learning: forecast for 1985-89. This trend, fourth in this study, corresponds to the role that ranks second in the Jetter[3] study and that deals with accommodating individual learning styles and abilities. So both of these studies played up this individualized learning. 5) Greater cooperation between schools in a system. For example, union catalogs, interlibrary loan, travelling storytellers, staff exchange, things of that sort, --forecast for 1985-89. 6) Networking between school media centers and other library systems, academic, public, special, district, state, and regional: Forecast for 1990-94. 7) Accountability--justification for monies requested in terms of behavioral and educational objectives: forecast for 1985-89. This

trend that was ranked seventh as to desirability in my study is analogous to the role that ranks 57th out of 58 in Jetter's study, and that calls for the media specialists to justify their existence in terms of delivered service. Accountability, in this study, narrowly missed having a significant Kruskal-Wallis H-score. It was, in fact, ranked higher by officers and professors than by the practitioners. 8) Increased use of materials produced locally by students, teachers, and media specialists: forecast for 1985-89. 9) School libraries will become media centers with total integration of print and non-print materials: 1985-89. 10) Greater use of differentiated staffing, with a library media specialist functioning in an administrative capacity at the school or district level.

Turning to the innovations, it is well to remember that one person's trend may be another person's innovation. In case when an item was proposed in that first round as both a trend and an innovation, the decision was made to list it as a trend on the second round questionnaire. Although the three groups differed significantly in only four of their estimations as to the desirability of the innovations, they did differ significantly in twelve of their date estimates. They evidently found it much chancier trying to predict when these innovations might become common practice. Here are the top ten innovations ranked according to priorities, by the mean for all groups combined: 1) Use of multi-media in all library education courses for teachers and library media specialists: forecast to become common practice by 1985-89. But this is one of the items where Kruskal-Wallis H score did indicate a significant difference, and it's interesting to see the breakdown by groups. Now here, wanting to use the multi-media in all library education courses, 75% of the practitioners predicted that this would become common practice by 1980-84; 75% of the officers predicted it would become common practice by 1985-89; but the professors predicted it would become common practice only in 1990-94. So we see that the practitioners and the professors who would be offering the courses with all of the multi-media are 10 years apart in their expectations. I think this is significant. 2) To insure more human relations with patrons, recruitment of personnel with the qualities needed to be communicators, rather than merely locaters and keepers of information. This was forecast for 1985-89. This corresponds to #7 in Jetters study about the role of facilitator and helper, rather than custodian and gatekeeper. Again, this puts the burden on the educators to recruit the right people. 3) Development of standards and tools to make a valid evaluation of school library media services, resources, and staff and their effect on students and faculty: forecast for 1985-89. This is an item in which the three groups differed as far as their

priority rating. Only 75% of the practitioners gave this a high rating, 1 or 2. 90% of the officers and professors considered this development of standards as high priority. 4) The school media center directed by professionally qualified, master's degree library media specialists, and not by personnel who meet minimum state requirements: forecast for 1985-89. Again a significant difference in priority ratings. As one might expect, only 65% of the practitioners, some of whom perhaps do not meet maximum requirements, gave this a high rating. 85% of the officers rated it high, and 80% of the professors. So there was disparity there. 5) School libraries designed with more private areas--student carrels, projection rooms, audiotutorial areas, and so on: forecast for 1985-89. 6) Curriculum development and subject area specialization made a major component of library training in order to prepare librarians for an expanded role as a school library media curriculum specialist: forecast for 1985-89. 7) Uniform, competency-based certification for school media personnel, permitting easy mobility between states: forecast for 1990-95. 8) Systematic needs and services assessment carried out by media specialists and faculty as a basis for program budget planning and management by objectives: forecast for 1985-89. 9) Standardized cataloging and preprocessing of all media from the source--publisher, jobber, or federal, state, and municipal agencies: forecast for 1990-95. 10) The media center serving as learning resource center for all aspects of vocational and college exploration: forecast for 1985-89.

Placing the trends and innovations in a time-priority matrix shows that no trend or innovation was forecast for the 1975-79 time period. So nothing's going to happen in the next five years. Planning library media centers and cooperation with public libraries are forecast to become common practice by 1980-84. The other trends that were considered high or middle priority, in other words, 75% rated them 1 or 2, or at least 50% rated them 1 or 2 for the middle priority items---those are forecast for 1985 or later. It is interesting that all of the low priority trends, the ones that people didn't want to happen, are forecast for the last time period, 1995 or later. It makes you wonder if this is wishful thinking. The innovations are all forecast for 1985 or later. For purposes of planning, therefore, it seems that we have lead time to make plans to prevent or ameliorate the trends considered least desirable, and to promote the desirable trends and innovations.

The implications of the study, as I see them, are these. For library educators to meet the needs of those who will be functioning as school library media specialists, the library schools will have to provide a much more media-

oriented course of studies than is now the common practice in many programs. In addition, the library schools are going to have to require their students to leave the confines of the school or department and cross over to the school of education to take the courses that will equip them to be knowledgable about curriculum, individualized learning, and the myriad things they will have to know if they're going to take their proper place on the educational team. The implications for practitioners are even more awesome. I think if I saw this list and I was thinking about being a media specialist, I would cease and desist. School library media specialists who can carry out all of these tasks in media centers will have to be the most important members of the staff team. They'll be able to do anything a teacher can do and most of what an administrator must do. To achieve these trends and innovations, however, these people will certainly have to take a much more forceful approach to the educational environment. As for the officers group, without being facetious, I really think that they're in the position to lead the practitioners and to push the professors; theirs may be the hardest task of all.

Emerson says that the project of innovation is the best possible state of things. As we look at these innovations and trends that seem desirable, we may think that we can never achieve that best possible state. But with sound planning we can achieve a better state. I'll stop there for now. That's more than 15 minutes I think.

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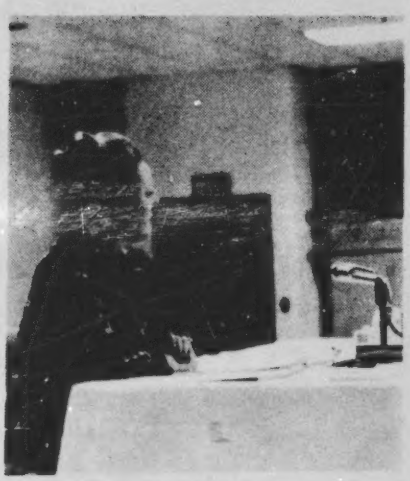

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ROLE OF THE SCHOOL LIBRARY MEDIA SPECIALIST IN 1980

I should like to begin by saying that many of the facts that Dr. Kingsbury has derived from her study and the implications that she has drawn from her work are similar to those that I have found, so I will try not to duplicate too much. Another similarity in our work is that we both used the same research technique, the Delphi method. I introduced some variations into the traditional Delphi, and I will point this out later in my discussion.

As Professor Miller mentioned in her introduction, I had an opportunity to investigate the roles of the school library media specialist in the future, a study that was for me a rewarding kind of research, while I was a graduate student at Michigan State. The factor that lead me to this particular study was one facet of my experience as a coordinator of media services in two different school systems in Michigan. I found that it was necessary for me to develop and maintain a continuing education program for members of the media staff who were asked to do things that they apparently had not been prepared to do in their own professional education. I felt that if I took this opportunity at Michigan State to look carefully at what we are going to expect the school library media specialist to do in the future, it might provide guidance in curriculum design for me and for others involved in teacher education, especially in the preparation of media specialists. So, whereas in the past I was

working from the point of view of local needs, when I got to Michigan State I was able, with the help of a panel of experts who participated in my study, to take a broader look at the whole matter of role expectations for school library media specialists of the future.

There were two complementary research areas that contributed a great deal to my work. Dr. Kingsbury has talked about one of them, i.e., the new approach to futurism. Although futurism was once looked at with some suspicion, it has now gained a new kind of credibility. Scholars are becoming concerned with careful planning for the future because they feel that with informed, intuitive judgments about the future it will be possible for man to develop a series of desirable alternatives for the future and then to select from several available options. The future does not have to just happen; rather, it can be wisely planned.

Olaf Helmer, who did much of his early work in futurism for the Rand Corporation but is now with the Institute for the Future, says that this changing attitude about the future has three aspects. Philosophically, there is a new understanding of what it means to talk about the future; pragmatically, there is a growing recognition that it is important to do something about the future; and methodologically, there are new and more effective ways of, in fact, doing something about the future. It is no longer a matter of prophesying about the future; rather, it has come to a matter of determining or inventing the future. That word "invent" comes from another futurist, Dennis Gabor. He feels that it was man's capacity to invent the future that has made human society what it is. I could talk for hours about futurism. It is an exciting concept, as Dr. Kingsbury has already pointed out.

The other research area that contributed to my work is the many personnel studies that have been conducted in the media field. In the early 50's, Dr. Jim Finn urged the professionalization of the audiovisual field. At approximately the same time, Irving Lieberman was concerned about making the traditional librarian aware of the contribution of media to library education and practice. There continues to be much emphasis on personnel research with such manpower studies as "Jobs in Instructional Media Study," the "School Library Manpower Project," and "Library Education and Manpower." Certain concepts seem to be a common finding in these studies: one, it is the quality of professional leadership that is important in the field, not the sophistication of the technology; two, there seems to be a tendency toward merger between the two formerly discrete areas of librarianship and audiovisual. Researchers like

Dale Hamreus and Kenneth Silber are beginning to recognize that many of the same tasks are done by both audiovisual and library specialist; there are many areas where job descriptions overlap. It appears that unification of the two specialisties is a natural organization.

In designing my study I decided to use the Delphi Technique because it seemed to elicit the kind of information about the future that I wanted to obtain. I used this definition of the technique in orienting my participants so that they had a common base of understanding. The Delphi Technique is a process for the controlled elicitation of group opinion through the use of a series of questionnaires interspersed with selective feedback of earlier group response. The technique is a process by which participants are asked to provide the data base for the study by making judgments about possible future events. This accumulated information is fed back to them via questionnaires calling for further response. One of the chief values of using the Delphi Technique, and there are many, is that it has been found that the personal expectations of influential individuals in a given field of inquiry have a significant effect on the direction of future development in the field. I felt that if I could get a group of recognized experts interested in considering the future roles of the school library media specialist and ask them to use the Delphi Technique to solidify their own thinking about the future, we could derive some valuable inputs for the future design of professional education for the field. As Helmer said, "The future won't just happen, we have to be constructive and plan for it."

I felt that the substance and consequence of my research depended upon the expertise and the cooperation of the participants. Therefore, the selection of participants was a critical task. I engaged in a systematic survey to seek nominations of persons who could provide significant inputs to the study. The following guidelines were established for the identification of experts to participate in the study. First, I looked for people who had direct experience in, or sufficient knowledge of, public school operation in order to make viable predictions about education in 1985 and about the roles of the school library media specialist. A second guideline was an objective and disciplined outlook on education which would permit intuitive and rational judgments about its future. The third guideline was sufficient experience in positions of authority and responsibility so that their opinions would be acceptable to other educators. Fourth, the participant needed to have sensitivity for the creative utilization of resources, human and material, in the educative process in order to suggest

viable new roles for the school library media specialist of the future. The last guideline was an orientation to the future. With the advice of my committee, I decided that I should have four groups of experts represented. These included teacher educators who prepare library and/or media specialists, directors and/or practitioners of library media services, specialists in curriculum and instruction, and specialists in educational research and development. To locate such persons, I contacted the executive secretaries of the professional societies in which these people would logically hold membership, i.e., the American Association of School Librarians, the Association for Supervision and Curriculum Development, and the Association for Educational Communications and Technology. I also asked other acknowledged leaders in each of the four professional groups for personal nominations. I contacted several organizations engaged in future-oriented research to secure nominations, for example, the Rand Corporation, the Institute for the Future, the Human Resources Research Organization, and the Educational Policy Research Center, Syracuse University. Several potential participants were identified through a review of the literature, that is, by selecting persons who were reporting and/or responding to research and practices related to the study. Several of these persons were later nominated by their professional societies. Approximately eighty persons were recommended by their professional colleagues as having appropriate knowledge and experience to make judgments about the future roles of the school library media specialist. Of this number, fifty-three persons agreed to participate in the study and stayed with me for the three rounds of questionnaires. I feel that it was these fifty-three people who made the study possible. I am grateful for their interest in the study; I feel that it is a compliment to the scope of the study; and I appreciate their perserverance in completing the three questionnaires for me.

I'll go quickly through the steps involved in the study. Let me say that these routines have become so much a part of my life that if I am not making it clear, if I am skipping over things and making it confusing, please let me know and I will try to clarify it. In round one of the study, I sent a letter to each of the fifty-three participants explaining to them the purpose, importance and procedures of the study. I enclosed an open-ended questionnaire in which I asked them to suggest five roles for the school library media specialist of the future. I did not give any direction or any structure; the participant had complete freedom in responding.

The completed first questionnaire of manageable length, incorporating all the ideas derived from the first round, I had to analyze, code and edit

the suggested role recommendations. Olaf Helmer provided excellent advice for me in this task. Because the role statements from the analyzing/coding/editing process would become the data base for the study, this step, as was true for the selection of participants, was critical for the success of the research. The fifty-eight statement second questionnaire which resulted is the one you have in front of you. To implement the analysis/coding/editing process, the role statements were grouped under seven function categories which you see underlined on the questionnaire. I adapted these categories from Hamreus' study, Media Guidelines.

The second step was to send the fifty-eight item questionnaire to the participants and ask them to rate the role items according to their perception of the importance of the role for the work of the media specialist. As you see there is a Likert-type five point scale in front of each item, one being most important and five being least important. Because most, if not all, of the identified roles were of considerable importance to the work of the school library media specialist, the participants were urged to be discriminating in the assignment of priorities during the rating task.

In the third round I used exactly the same questionnaire except that for each item I circled in red the majority rating according to the results from the second round. I used a model score so that the rating which most participants gave to each statement appeared on the third questionnaire. The objective of round three was to discover if, after the participant learned how other participants responded, he agreed with the majority rating of the importance of the role or if he believed the relative importance of certain of the roles to be different from the majority opinion. The participant was asked to indicate his agreement or disagreement with the group opinion by re-rating each role item. The participant was asked to explain the reason for his opinion if it differed from the majority by writing a brief statement under the item.

The most important data derived from the study were the statements of role expectations, the fifty-eight items on the questionnaire. There were minority opinions expressed about several of the statements; however, as Table 4.1 shows (see Appendix F), there was evidence of agreement as to relative importance of the role statements expressed by the mean scores.

I also wanted to determine from the data if there was movement toward group consensus, a usual result from the dynamics of the Delphi Technique as recorded by Helmer and others in the futurist discipline. A mean score and

standard deviation for each of the fifty-eight role items were computed from the rating data obtained on both the second and third rounds to determine if there was movement toward group consensus. A decrease in the standard deviation indicates movement towards consensus. A second set of mean scores and standard deviations was obtained for each of the seven function categories to determine another measure of movement toward consensus.

I anticipated that there would be differences in the expressed expectations for roles and performance of the school library media specialist of the future among the four professional specialization groups represented in the study, that is, the library media practitioners, library media educators, curriculum specialists, and educational research specialists. Another statistical analysis, a one-way multivariate analysis of variance was applied to the rating data obtained from the second and third rounds of the study to determine if there were differences in the concerns of the four professional groups.

In analyzing the data to determine group consensus, I found evidence for movement toward consensus in the decrease in standard deviation between the second and third rounds of the questionnaires. Only two of the role statements showed an increase in standard deviation indicating movement away from consensus. The analysis of the seven function categories provided a measure of significant movement toward consensus since the standard deviation for each of the seven decreased between the second and third rounds.

In the analysis of group differences, I found that my assumptions were incorrect. I felt that since each of the four participating groups possessed a unique orientation to education and to the work of the school library media specialist, members would exhibit distinct differences of opinion about the recommended roles in their rating scores. However, the one-way multivariate analysis of variance which was applied to the rating data from the second and third rounds of the study to determine if there were differences in the concerns of the four professional subgroups indicated that there were no overall differences among the four groups who participated in the study. Rather, the groups tended to be more alike than different in their perceptions of the important roles of the school library media specialist of the future. I might point out here that both Mrs. Johnson and Dr. Kingsbury have made similar findings in their studies about the future.

The second handout from my study, marked Table 4.1 (see Appendix F), shows the recommended roles for the school library media specialist organized by mean score and arranged in order of descending importance. As you probably have

already noted, the participants in my study revealed a perception that the important work of the school library media specialist should focus on instructional development, on working with teachers in improvement of curriculum, and on helping teachers become more skilled in the things they do in the classroom and in the teaching techniques they use. This means that the school library media specialist has to be prepared to help design and develop curriculum. This means that the school library media specialist has to become skilled at integrating media with curriculum activities. This means that the school library media specialist has to have sufficient background in teaching skills himself in order to be able to work with teachers effectively in their domain. This means that the school library media specialist has to develop techniques for evaluating resources so that he can provide real assistance to the teachers in knowing what materials to use for what purposes. This means that the role of the school library media specialist requires a broader base of cooperation than has been traditionally practiced, and I am speaking not only in terms of the technology and the use of the materials on the job but also in terms of professional preparation to enter the job.

In summarizing my study, the general conclusions are

1. According to this group of participating experts, the school library media specialist of the future should assume the role of an instructional development specialist.

2. Relating to the methodology of the research technique itself, this group of participating experts revealed a decisive movement toward consensus of opinion regarding the important roles of the school library media specialist of the future.

3. Even though the participating experts had distinct, discrete specialities, they were more alike than different in their perception of what the school library media specialist should be doing in the future.

Now what does all this mean? I think first of all it means that different role expectations for the school library media specialist of the future will require programs of professional preparation different from those designed to prepare the traditional school librarian. The job of a school library media specialist as defined by this study will require expertise in such areas as instructional development and technology, behavioral sciences, learning theory, curriculum theory, information sciences, and computer sciences as well as the conventional library and media areas. Professional programs for preparing the school library media specialist will require inputs from all of

these fields. The study indicates that there is agreement concerning the roles of the school library media specialist among members of the four professional specialization groups who participated. The development of effective interdisciplinary training programs should be facilitated by this expressed agreement.

Different role expectations for the school library media specialist of the future will also require a work environment different from that of the traditional school librarian. In order for the school library media specialist to assume responsibility for the new roles ascribed to him by participants in the study, he must be permitted the opportunity to work with teachers and students in nontraditional ways. A few of the people who participated in my study felt that we were giving the media specialist a too broad responsibility, a job he could not readily manage. But, a majority of participants felt that in order for the media specialist to be effective in his job, he should be permitted the opportunity to learn and to assume the various roles that you see listed on Table 4.1. The school library media specialist of the future, if he is to assume the roles recommended by the participating experts in my study, will have to be allowed freedom to work in different ways and to assume a different relationship with teachers and with students in carrying out his assigned tasks.

KINGSBURY & JETTER: QUESTIONS & ANSWERS

Question: Is your study available Mary?

Kingsbury: It will be. I still haven't put everything together. I have 979 page print-out. It will be available by the end of September--- because I haven't had any typing help this summer, so I have to wait until I get back to UNC next week. If people want a print-out, why don't you have them write to me. Just send me a post card and when I get it all written out, I would send them the trends and the innovations and just the data tables, if they wanted those. Send it to the library school, UNC, Chapel Hill 27514.

(About one minute gap on the tape) (This must have been a question about an item on the Jetter Questionnaire; maybe #38 or #42.)

Jetter: Well, I would agree that while the participants did suggest a couple of items in addition to this one which seems to involve public relations and community representation, I think many of their role statements were concerned with new relationships within the education community. I think they seemed to emphasize the media specialist working in new ways with teachers, to the exclusion perhaps of incorporating the community in all the steps. There was a great tendency among the participants to

rate all of the recommended roles in the upper range of the scale. There were very few means in the 4th or 5th range. Almost all of the items were considered to be very important, and there are very close mean scores for many of them; so that I'm just assuming that the participants didn't say that this was not an important item, but in priority it has been ranked lower.

Question:

Jetter: This question asks whether I would recommend the Delphi for fewer than five years. Many times Delphi has asked the participants to establish time lines, and most of the Delphi research in the military and government has been set for a more distant time in the future. My committee and I had quite a discussion about setting a date in the relatively near future because we felt that if we asked people to project too far, they may find that it was unrealistic, that they were not equipped to handle it. We decided that most prospective participants would feel better about doing work in the near future, so we finally decided on the 1985 date. Mary, what would you say about it?

Kingsbury: You know, this is interesting because I think that one of the biggest criticisms of the Delphi is when people say that it's used to predict the future. We can't, even though Montaigne said we can, we cannot predict the future. As an information gathering tool, I think it has real potential. I think for my study, the fact that the people had more difficulty in coming into agreement as far as the dates were concerned show this difficulty. However, it's interesting that in my study not one innovation, not one priority, was predicted for that early time period of 1975-79. They felt safer going beyond that. I think the problem arises if we think this is predicting when really it's only giving an informational flow--it's giving people thoughts about the future, but with no sense of prediction. I think Delphi is valuable in that sense.

Jetter: But I've read quite a bit of work that Timothy Weaver did, and . . .

Kingsbury: Yes, he has done an excellent analysis: that article he wrote was a really good critique of it, I think.

Jetter: He (Weaver) felt that the value of using the Delphi technique was

simply to stimulate people to think; he suggested that one of the chief values is to get a group of identified experts who are going to be influential in a particular discipline to sit down and think hard about what they wanted for the future in their field and maybe by thinking through this themselves, by comparing their opinions with those of their peers---not in a pressure situation, not at a committee meeting---but with time to think about it, that there may be decisive work done toward designing that future that the group feels would be important.

Kingsbury: Oh. No it wouldn't show up in mine, because I didn't have the practitioners broken down into those who might be more traditional, or media specialists. It's interesting how the different groups, though, do hang together on the four items in my study where there was a significant difference as far as the trends were concerned. The practitioners and the officers, those closest to the field, were together on three of them, but on one, the officers and the professors were in agreement. I think sometimes you see the vested interests. For example, one of my items was that school library media specialists will be trained in colleges of education rather than in library schools. Well obviously, the professors didn't like that very well, and only 15% of them rated it high. But 35% of the practitioners and 30% of the officers did so. You do see some vested interests coming in, but as far as the other, no.

Jetter: It's very difficult to identify exactly what speciality a particular expert may claim. You can't know all of his experience and all of his preparation.

Kingsbury: Well, it's just like in the faculty, the 80 faculty members who were listed as teaching or interested in school library management organization. Some of those probably haven't taught the course in ten years, but they're listed in the directory. So that is difficult.

Question: Both studies relied heavily on professional association activity or recognition in identifying participants. There is supposedly a normal curve applicable to any profession, and it indicates that the real leaders and innovators are neither recognized nor active in professional groups. That is, they are home thinking while we

are in conference listening and talking. Might it have been possible to identify them in some way, and if you did would their responses have been different?

Kingsbury: I suppose maybe in my study, because I did do the random sample of the people who are listed as members of the AASL division of ALA, those people might be the ones who are home sitting and thinking and not, for example, going to the conferences. I'm not sure. I'd like to know where the person got that because I'm not sure that's a valid statement. It seems to me that the people who are thinking, at some point get their thinking out. I think another source would have been people who publish in professional journals. This could have been a pool that could have been used.

Jetter: I did involve some of those people, although I saw that people were turning up, the same names were turning up, in the literature over and over again.

Kingsbury: Right. Exactly.

Jetter: Those persons who were recommended by their professional society were also reporting in the journals or were known for other reasons to the leadership and were recommended.

Kingsbury: I think your study had certainly much more of the expert quality that the Delphi usually has. Mine was---I really was interested in seeing what the grass roots thinking was as compared, for example, with the ivory tower academia type thinking. I was sure there would be terrific differences, and the fact that there isn't that much difference, as you said, I think is very---it's a really good thing. It shows that we have a base. We don't need to convince people because we have our priorities and we can move ahead.

Jetter: I must say to this questioner that we did consider the possibility of trying to get some people who might have input, but who couldn't be identified by any of the methods that we were using. But there was no really good way to find these people who don't participate actively in the profession. Also, these kind of people may not be willing to participate anyhow.

Kingsbury: I had an idea about that Peggy. I'm thinking now that I'd like to do a follow-up study on children's services in public libraries, because several of my items had to do with school--all children's

services will be offered in the schools, rather than in the public libraries, and that they'll be open the year round. I would like to do a study this year and see what the public library people think about cooperation and so on. One way you could do that is you could contact the heads of children's services in a city, and then ask that person to recommend a librarian within their system--maybe somebody who has never published anything, but somebody that's really in the forefront. That would be one way and you could do that in a school system too, by contacting the head of media services and asking them to identify someone in their system. That would be one way to get at that kind of thing.

Jetter: This question is also concerned with participants: Dr. Kingsbury, why did you restrict study to AASL and library science faculty, rather than including members of AECT?

Kingsbury: It was just a decision that was made---no real reason for it. I suppose because I was getting counsel from my colleague down the hall.

Jetter: Did you consider asking students about their wants for the media center of the future?

Kingsbury: You know, this is an interesting thing because I have a feeling, several or a couple of the items in this study that were rated as not very desirable trends, or not very desirable innovations, made me wonder if we aren't still selling the students short. I think that that would be another study that would be interesting. Do a study of the students and see how their expectations correspond to those of the other side.

Jetter: Marilyn has a comment.

Miller: (Unintelligible)

Jetter: Mary, could you hear that?

Kingsbury: No, I couldn't hear it at all.

Jetter: Marilyn answered the question about involving students in responding to their desires about the media center. She found that it is, in fact, true that students don't very often get asked their opinion about programs. She has found this in her interviews. She also finds that professionals are defensive about this point and seem

to want it that way. Is that what you were saying?

Kingsbury: Some of the innovations that pertain to student use of computer-assisted interrogations, and some of the things that would have put the student on a level almost with everybody else, weren't all that desirable. So I think that she's probably right. We don't pay as much attention to our reason for being as we should.

Jetter: I guess that would be true for my responses too. People did not seem to be concerned with getting student involvement. I thought about students as possible participants, but you have to draw limits somewhere, and there didn't seem to be any good way to identify the few students who would be able to participate. I am sure that all of these suggestions would make good followup studies. One of my participants asked some of her college students to answer the first questionnaire. I, of course, did not enter this data into the study, but generally their ratings were similar to the consensus.

Kingsbury: That's the thing. You can do something, and your study was a beautiful study, I thought, but you can't do everything in one shot, that's for sure.

Jetter: We have one last question. In predicting trends in the media profession, we are dealing with items that we want to have happen. Just how do you think we are going to bring the ideas into reality? Who are our models? If we teach the way we have been taught, then where do we find someone willing to take the time to demonstrate? Instead of doing studies, how about creating dynamic models to help people create the future?

Kingsbury: Who's supposed to answer that? You know, it's a good thing. It's easy to say here's the study, here are the things that need to be done, now someone else go out and do them. I don't know. I think and feel very strongly that the role of the university is to feed in new knowledge to provide some kind of a data base for people to work on. Let me give you a quote from Emerson's American Scholar, something I found this summer. He said the office of the scholar is to cheer, to raise, and to guide men by showing them facts admidst appearances. Now when he said to guide men, I suppose that would be the role. I don't know. I think that

possibly, in a university situation that had a university school attached, or that had a tight relationship with the educational set-up in the city, that might be a possibility where there could be a model kind of program set up.

Jetter: I would say that this is the very reason that I did my study. I really wanted to do something during my graduate work that would help me in my future. I anticipated that I would enter college teaching rather than returning to public school work. I think that I have been relying on information that I garnered from the study in the teaching that I've done. But I must admit, during these last two years I've been so busy learning how to teach that I haven't really done any follow-up or any reporting. Really I think that this suggestion is the reason I did the study, so that we will know how to design a model that will prepare people for the role of a school library media specialist.

Kingsbury: And maybe--you know, it isn't a copout---but perhaps one person or one particular department can't do it all. By doing the study, this is a contribution, and then someone else needs to take it up and go from there.

SCHOOL MEDIA PROGRAMS OF THE FUTURE

Ms. Mary Frances Johnson
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I'll talk briefly concerning only one part of the paper that Phyllis Van Orden and I were asked to do about school media programs of the future, for a USOE project directed by Martha Boaz, which led to a research grant a series of papers published as (and don't let the title knock you down) Toward the Improvement of Library Education. I hasten to add that included in the papers commissioned were ones by Jim Brown, on the impact of media and technology on future professional education for media specialists and other librarians; one on the impact of information science on professional education; and others of this nature.

We were asked to look at the future of the education of school media specialists. We took a different tack from the two studies reported here, in that we began with an analysis of where education is going. From our readings of directions in education, we tried to draw implications for school media programs of the future. From these we identified what we saw as challenges and barriers in designing preparation programs for school media specialists, and proceeded to recommendations for the future: tasks and approaches in the education of school media specialists.

I'm going to talk about the second part---what we saw as school media programs of the future. We began with a basic reservation: given the context in which a school media program operates, as a subsystem of the school, and given the diversity that is characteristic of schools today, prediction is hazardous and tentative. Among our views, however, the first will come as no news to anyone here: media collections will continue to broaden in scope, responding to user needs for convenient access to information in a multiplicity of format. What's new? Only the implications that we don't think we respond adequately today. Media specialists need a higher level of competency in the characteristics and utilization of the full range of media formats available. Secondly, we see a broader scope and range of media program activities required to respond to user needs. We see, likewise, redirection of many

traditional areas of program activity--for example, media production, visual literacy or "mediacy" programs, the individualization of programming, and the shift from traditional reference service to information service. We see the imperative for differentiated professional staffing--we don't believe we can produce one "all things to all persons" kind of being. We need complementary professionals in the total media program. We think there are questions to be considered about how far you can/should specialize within a media specialist preparation program.

Our third view about the school media programs of the future echoes Peggy Jetter and Mary Kingsbury: increased emphasis will be placed on working with teachers in instructional development.

The fourth one (and this came up in at least one study group session and again today): the school media specialist will continue to bear responsibility to try to conceptualize, interpret, and demonstrate the role of the media program and of the media specialist in the school. We looked at the dilemma that faces many professionals today--who try to raise expectations of users while faced by staff and resource shortages that limit their capability to deliver. We don't see that picture changing overnight. We think preparation programs need to give more attention to the competencies needed to demonstrate, interpret, and sell programs. We see the necessity, further, for media education programs to influence teacher education programs--a responsibility shared by professional groups at all levels. And we emphasize the need to speak the language of those we talk to.

Our fifth recommendation also considers, from other aspects, the necessity for staff differentiation within the media program.

Our sixth point concerns the demand for competence in management functions. The implications for educating media professionals relate to a shift in focus from "how to do it" one way to a broader kind of context, an awareness of options, an appreciation of the relationship of means to ends, the capability to shape procedure and operation in response to particular needs of the school or district.

Seven and last among the things we envision is increasing diversity in school media programs in the future, as the individual program responds more fully to the particular goals, emphases, instructional approaches, and user needs in the school. We think common functions will persist, but that the

specific means by which they get performed may vary more and more. It follows that media education programs need to learn more about how to identify, attract, and develop persons capable of making these kinds of professional judgements. I'm talking about the "shakers and the movers," if you will. The people who go "westering" and "futuring" will earn their place in the councils of the mighty--to use the phrases featured in this Institute.

So much for excerpts from the paper that Phyllis Van Orden and I worked on together. It is certainly no long look into the future, but it's comforting to find the degree to which we seem to be on similar paths to those identified by the Jetter and Kingsbury studies.

In summary: We've heard from three studies that focus on some aspect of media programs of the future. Two used the Delphi approach, and the Johnson-Van Orden one started from examining trends in education and seeing where they led us. You heard echoed a commitment to planning, a point on which Mary began her comments and the point reflected throughout Peggy's study. The three studies also share a concern for study of the future, reflecting a pragmatic approach--the capacity to invent the future (to use Don Ely's phase). Through all three studies there is a common thread of concern for quality of personnel in the field. I was pleased to hear in Peggy's findings the evidence of a move toward merger of the two once discrete fields of school librarianship and instructional technology. Other emphases that I picked out (and these may or may not be the ones that you find most significant) included the focus on the role of media specialist in instruction--as curriculum consultant, in Mary's terms; as instructional developer, in Peggy's. Phyllis and I considered the implications of this role in terms of competencies required to perform it adequately. Another point of emphasis is individualization in media programs. All of us see the need for staff differentiation.
All of us see the need to change programs for the preparation of media specialists, and Mary's findings reinforce my view that we can identify an institution still more stable than the school: namely, higher education (which I represent). We seem to find a movement toward group consensus on the roles of media specialists, which I think is one of the most exciting findings of the studies. This trend seems particularly significant in Peggy's study, which sampled people in curriculum and instruction and in educational research, as well as media professionals. It suggests that we have a base from which to build. Quoting Peggy Jetter, "the future won't just happen." It can be constructed (or invented) and planned for. This premise looks back to Don Ely's talk on westering, which opened the Institute, and looks forward to tomorrow, as small groups work on planning

media programs for the future. It will be to remember that thinking helps lead to doing, as well as to recall what Henry Brickell said about that tree we climb: "Do more thinking or we'll run out of limbs."

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THE ROLE OF EVALUATION IN THE SCHOOL LIBRARY MEDIA CENTER OF THE FUTURE

I will begin by saying, I'm uncomfortable talking to you this afternoon for the simple reason that talking about evaluation, programatic evaluation - a tool for decision-making, is highly academic. In fact, it's one of the reasons that I left the university setting to go back to the public schools. I now like to term myself not an evaluator, necessarily, but an evaluation-oriented administrator or leader. In other words I react better to questions and situations where evaluation concepts can be applied, than I do attempting to generalize on concepts taken from textbooks or theories from evaluation-oriented academicians. Therefore, if you as "evaluation users" do have questions as I proceed this afternoon feel free to raise them at your convenience.

I'm going to have to let you in on another apprehension of mine. In some ways it is rather strange to discuss planning and evaluation along with managing conflict, which is inherent in both processes, with school media leaders. In the popular mind, sometimes that of a high school principal, a planning and evaluation problem for our own media personnel might be a book or a film wrongly placed in our library or media center, or how we are going to collect fines from those kids who have "ripped" the materials off. An additional problem concerns a noisy person up in the library, where our media materials are being used, and because he's noisy some plan must be devised to remove him in order for the program to continue. These were a few of my initial thoughts as I prepared

for this afternoon's program. But as I thought more and more about evaluation related to media programs I began to think that all of us are growing older and maturing in an organizational sense. Of course, if you grow older, you have to get more sophisticated.

All organizations in the year 1974, including media centers and public schools in general, are more open at this point in time to the raw passions of the larger community than they were, let's say, in nostalgic times of yesterday, when motherhood and apple pie were respected, and community leaders took care of our budget needs. Authority and tradition in our nostalgic yesterdays were hallowed - and if you had a title, you could simply mention it - Director of Libraries, Media Specialist, School Principal - everybody knew who was the "boss". That's not the way we play the public or community service game anymore. Media personnel and school principals aren't any different than any other public servant who must bring creativity to roles and organizations based on authority and time honored traditions. I guess like sex, the traditional and ubiquitous conflicts that have been a part of human organization throughout history, are now more freely admitted and more openly discussed, and yet, I think there are still those psychic bruises involved in transitions from closed to open organizations for communities of people. In other words traditionally accepted organizations (e.g. schools) must become creative by allowing amateurs, nonprofessionals, to get into planning and evaluation decision-making processes in order to aid in the determination of client needs and expectations.

In part, a major organizational issue is one of divergent views about programmatic and budgetary priorities, but much, I think, of the discomfort that we professionals are now suffering is probably aesthetic too. I know, from my own personal experience, we tend to feel uncomfortable at words and gestures and tones of voice from the school client that violate middle class norms, but may I quickly add very much a part of today's planning and evaluation processes. We as professionals almost feel helpless sometimes, in the presence of the client's anger when he says, "Who developed those standards that will affect me? Why don't you "Ms Media Director" know the extent to which your media center is used?" Get at it "professional". It's very, very upsetting. Professionals, like the clients they serve, get extremely "uptight" about questions hinting at one's competence. Conflict which comes from straight client questioning tends to be looked at as evil. I have some staff members who when they perceive conflict begin avoiding it in order to protect their "professional Achille's heel". Unlike pain, much social organizational conflict

is in fact, simply a reminder to a healthy organism that something is out of kilter and needs attention. I believe it is from this perspective media personnel, school administrators, and others who service the public through organizations must begin to approach planning and evaluation issues. Even more profoundly, presently perceived organizational conflict, like labor pains, may be the signal of a new birth for public institutions.

If organizations in general are seeking to be reborn or revitalized then why are those individuals dedicated to developing organizations focused on school media programs having difficulty - there is a high probability that dedication or commitment, although important, is not enough. My experience working with State and Federal Library officials in developing long range programs, as well as, the media specialists in my local school district and Hill High School has led me to the opinion that the "problems" or "issues" of developing and implementing "good" school media programs fall into four categories. The categories, not necessarily arranged in any hierarchial order are as follows:

1. A certain amount of <u>self doubt</u> exists among media leaders as to whether or not the <u>time</u> and <u>effort</u> required to do planning and evaluation should become a <u>priority</u> within the media oriented organization whether at the federal, state, local district or building level.
2. A lack of commonly accepted and understood <u>definitions</u> of planning and evaluation that cut across all <u>levels</u> of federal, state, local district and building media operations causes communication difficulties between personnel involved in planning and evaluation activities.
3. A lack of a commonly accepted and understood <u>systematic</u> planning and evaluation <u>conceptual framework</u> cutting across all levels of media operations causes communication difficulties betweer personnel engaged in planning and evaluation activities.
4. A confusion exists as to where staff members, regardless of organizational level, begin to systematically develop a total media plan reflecting the <u>common</u> and <u>unique</u> characteristics of media centers as public service organizations.

<u>A certain amount of self doubt exists</u>...

Many of you seated represent media organizations which are understaffed and underbudgeted. The daily routine of handling the necessary paper work of an instructional media center is in itself demanding, let alone the necessary

flexibility required of staff to provide for situations that happen unexpectedly in the organization. To set-aside time and other resources required for planning and evaluation efforts is seen by many as a "luxury activity" for more "advantaged" school media organizations. "Advantaged", in this sense, refers to those organizations with adequate budgets and special support personnel. But the "pressure" to spend or reallocate resources for planning and evaluation activities may presently be more of an "external issue" (e.g. outside the organizational boundries of any one level of media personnel).

Taxpayers (both media center users and non-users) are demanding (by voting down millage and bond issues for public service organizations) to know why certain public service organizations exist. Voters, in many instances, are answering the question of why certain organizations require support to exist from the very narrow viewpoint of their own needs and interests. Students and staff can be equally critical of media center operations and services. Students when not convinced of a useful service offered in a school either avoid the area or direct its focus through forms of manipulative behavior. Staff members exhibit similar behavorial actions of students when dissatisfied with a building service, but become extremely vocal when district and building budgets are prepared each spring.

What do taxpayers want? What do students and building staffs want or expect from media center leaders? I obviously can't speak for all media center users and non-users. Allow me to speak for one....namely, myself. I envision a day when public-supported organizations such as schools and media centers, will be "openly accountable" to persons they do or do not serve. To be accountable requires organizations to systematically collect, analyze and document information on which organizational decisions are made. When taxpaying audiences, students and building staffs are the supposed beneficiaries of an organization's decisions, another element of becoming openly accountable must be considered. The element is involvement, during the decision-making process, by representatives of people who will ultimately receive the services of the organization. Remembering involvement in decision-making by amateurs will breed conflict for professionals. Yes, as a taxpayer (a media user, no less), I would feel comfortable using my talents to persuade others to support media programs, if some assurance existed that "accountability" was upper-most in the minds of media planners and evaluators at federal, state and local levels of media operations.

<u>A lack of commonly accepted and understood definitions</u>....

It is <u>not</u> my intent to debate the pros and cons of any one definition of

any one definition of planning and evaluation over another. It is my intent, for the purpose of communication between those of us assembled, that a reasonably sound set of definitions be accepted and understood; if for no other reason than as a departure point for discussing the designing of "good school instructional media" programs. Referring to work completed in 1972 by the Ohio State University's Evaluation Center in cooperation with HEW's Bureau of Libraries and Educational Technology, I note planning defined as a process of preparing a set of decisions for action in the future directed at achieving goals by optimal means. Each significant phrase of the planning definition is presented on the outline in front of you. As one weighs the importance and scope of planning concepts in terms of preparing an "instructional media program" he or she must also consider the element of compatibility found in the definition of evaluation. Evaluation, as defined and used on the outline is a process of delineating, obtaining and providing useful information for judging decision alternatives. For the purpose of preparing instructional media programs, it may be stated that both definitions of planning and evaluation complement each other well. For example, both definitions indicate that planning and evaluation are process-oriented...ongoing, continuous sets of activities and events designed or sequenced to provide for a more systematic, rational basis for decisions affecting instructional media programatic concerns. Both definitions imply that useful information gathered systematically can aid in rational "before-the-fact" decision-making. Careful documentation of information used to justify a decision, plus the decision itself, as well as observed effects of a decision's impact on intended and unintended audiences can provide a base for an organization to become "accountable". Records reflecting "post hoc" or "after the fact" justification for decisions made at a specific point in time provide a referent as to an organization's willingness to be accountable.

As Instructional Media leaders begin tasks of a planning and evaluation nature, phrases and words like...process...useful information...ad hoc and post hoc decision-making...alternatives...all can provide the basis for communicating general theory into the world of instruction media realities.

Lack of a commonly accepted and understood systematic planning and evaluation conceptual framework...

"Models," like definitions, of planning and evaluation are to be used to challenge the imagination and creativity of the staff or total organization attempting to apply the "model". By this, I am implying that the model (CIPP) which will be discussed this afternoon is not intended to be "the cookbook"

designed to guide all levels of instructional media activity. The CIPP Model may provide a point in instructional media history, to depart on a journey to get at the depth of program issues (present and future) facing Instructional Media Leaders as they confront decision-making tasks.

(CIPP was developed under the direction of Daniel Stufflebeam, presently at Western Michigan University, but at the time of development, Ohio State University.)

First, allow us to look at an overview (gestalt, for my psychology-oriented friends) of the four types of evaluation and the functions or operations occurring as the "process of evaluation" unfolds - Note Matrix -

	CONTEXT	INPUT	PROCESS	PRODUCT
Delineating				
Obtaining				
Providing				

Matrix Indicating Relationships Between the Four Evaluation Types and Corresponding Evaluation Functions

Delineating: Selecting key elements from a definition of the phrase "delineating information" requires an evaluator to identify information required by going through an inventory of decision alternatives, plus establishing and weighing criteria which in turn will form a basis for a rationally made decision.

The mechanics of delineating information requires an evaluator and decision maker, or better a team of individuals to be affected by the decision, to sit down and "spell out" specific information required surrounding the issue at hand...for example the design and development of a 5-year instructional media program within a local school district. Operationalizing the delineation process involved developing a 5-year program would include acquiring opinions of district personnel responsible for "the program: significant others (representatives from pressure groups etc.) and technical personnel (e.g. measurement specialists, report writers etc.). Once the "task" is clearly defined then criteria (standards for judging the value of something) can be discussed and applied to each decision alternative defined.

I will not dwell at length on the issues of establishing criteria or weighing of criteria when one is delineating alternatives. The temptation to overgeneralize a specific list of criteria to any and every decision-making setting is always great to the novice evaluator. Criteria should be developed, or at least defined, and placed in a priority order in the setting in which they are to be applied.

However, for the academic purpose of stimulating thought among the levels of instructional media leaders assembled, I offer the following two illustrations as possible types of criteria used in the process of delineating alternatives:

1. Goal related - Does a planned instructional media program, when documented reflect throughout the overall goals (e.g. operational and service) of the organization it is a part in terms of target population served, professional standards to be maintained etc.
2. Feasibility - Does a planned instructional media program, when documented, take into account available and potential staff (e.g. numbers, experience, skills) - budget and legal restraints in deciding on future courses of action.

Obtaining: Implies a process of acquiring evaluative information through such means as collecting, organizing and analyzing data; or through such formal means as measurement, data processing or statistical analysis. In the writer's opinion, the evaluator's role has classically been identified with "one who collects data (measures)". The fallacy of the classical sterotype assumes the evaluator can through "super powers", collect useful information for a decision maker without becoming involved in the delineation process. My own experiences as a project director and principal reveal that each time the evaluator is left out of a meeting designed to delineate a specific task or set of decision, the result is generally the same. The data collected and analyzed under the pretense of useful information by the "uninvolved evaluator" can simply be classified as an academic exercise - and I might add are used accordingly in the decision-making process.

Thirdly, the evaluator must think in terms of providing information once the delinerating and obtaining process functions have been performed. Providing information means fitting information together in systems and sub-systems that best serve the purposes of the evaluation and the reporting of information to the decision-media. "Reporting information" in a form that is meaningful to a specific audience (e.g. advisory boards, professionals in instructional media, school principals, a college president)...for purposes of decision making is a unique art in itself - "Different reporting strokes for different roles played by folks" -

To quickly summarize the first steps in understanding the CIPP Model - one might conclude the evaluator is more than a "measurement specialist" - the evaluator must be able to delineate, obtain and provide useful information for judging decision alternatives in performance of the role.

To complete the analysis of the Matrix, one must turn his attention from the three functions an evaluator performs to the four types of evaluation in which the performance takes place. The four types of evaluation are context, input, process, product.

Context Evaluation: Context evaluation information can aid the instructional media leader when he is involved with making planning decisions. For example, the design of a context evaluation at Hill High School involving the operations of our media resources would be the development of a plan to identify needs, problems and opportunities of "target populations" the plan will serve and, in turn, provide a rationale for determining the goals of the plan. Since public schools function in a political domain much of my time at Hill is spent with context evaluation concerns, related to constant assessment and re-assessment of the needs of target population our many programs are designed to serve. Therefore, context evaluation in theory and practice is an ongoing process. Once goals for a program in instructional media are established, there is no indication they will remain constant and viable for the duration of the program - be it 6 months, 1 year or 5 years. For this reason provisions to systematically update context data should be built into an organization's evaluative structures.

Product Evaluation: To assess systematically the goals and specific objectives of a program requires a knowledge of concepts related to - product evaluation. Product Evaluation does not necessarily need to be performed at the end of a program. Since product evaluation serves recycling decisions it is advisable to assess attainment of program goals on a periodic schedule throughout the duration of the program. New, systematically arrived at context data may cause goals to be altered, thus affecting ongoing program alternatives and strategies of implementation. Periodic product evaluation may aid the instructional media leader to make program decisions related to recycling, continuing or terminating segments of a program before it has run an established life span. Periodic product evaluation is also an important "tool" when issues of "accountability" arise - whether in the eyes of publics receiving services, funding agencies or whatever.

Input Evaluation: Input evaluation is designed to serve an instructional media leader by providing information related to structuring types of decisions assuming a context evaluation has been completed. With planning decisions completed by having established programatic goals - the next step in the model is to select alternative methods, strategies or means to make the goals established come alive and be visible to "target populations" for which media services are

provided. As the evaluator delineates questions he must carefully consider the establishing and weighing of criteria for use in selecting one alternative strategy over another. The evaluator and media leader would establish and place in priority order those criteria (e.g. goal-related, feasibility, effectiveness and efficiency) upon which alternative methods related to structuring types of decisions would be made. The evaluator's role does not require that he be an expert in designing alternative strategies or methods, only that he be available to "objectively" assess the pros and cons of each alternative selected in terms of the established and ordered criteria.

Process Evaluation: Process evaluation serves decisions that relate to the implementation of projects selected and to the strategies (methods) for installation. Provision must be made in a media program to monitor project segments throughout the project's life - particularly if responsibility for the implementation of a project or a total program has been delegated to a person who has not been involved in initial stages of the program's development. An illustration might be a school district media leader delegating an "innovation" to a building media person. It is conceivable that, without provision for systematic monitoring of the project or total program, "issues" (problems) could arise that would cause relationship between the intended implementation strategy of the program and the resulting program becoming nothing more than an academic exercise.

In order to put the four types of evaluation into proper perspective-moving from theory to practice - I advise viewing of the CIPP Model as a non-linear framework. Context evaluation information can and should be gathered at any time throughout the model's cycle. I advise that relationships between context and product evaluation and between input and process evaluation should be clearly understood and accepted before communication on a total programmatic thrust begins.

Confusion will exist as to where a media staff begins to systematically develop a total program....

A media staff may begin to systematically develop programs by accepting a common definition and model for evaluation as mentioned earlier in the presentation. Upon receiving staff acceptance various individuals should be encouraged to define within their role's job description methods for developing and processing information to be used in decision making. For example, one intuitive methodology for organizing and sharing "expert" forecasts of the future is referred to by educational planners as the focus delphi. The delphi technique has been justified on grounds that it prevents professional status and high position

from forcing initial program decisions in a specific direction-as frequently occurs when experts in an area meet.

Measurement and statistical data may also form a basis for media staffs to begin systematic program development. School media leaders, along with high school principals may view the major shared challenge facing both in 1975 as getting the media center staff fully recognized as a social force, an organization operating with the building and an integral part of the total school development team. This requires media staff through systematic planning and evaluation to have the capability to alter and change services quickly enough to meet needs of clients. The media staff may desire to meet the challenge by developing measures relating budget dollars to circulation of media materials. For the purpose of discussion circulation of materials may be subdivided further into:

1. Actual numbers of users
2. Actual users from a specific sub-group (e.g. male, female) or sub-culture (e.g. black, chicano etc.).
3. Use of materials by people during specific time spans throughout day
4. Use of materials by population groups closest to and farthest from the media center
5. General atmosphere of media center

The above is not intended to an all inclusive list of variables one might use in attempting to "measure" the worth of a media program. The list is intended to promote discussions of an evaluative nature between media staffs and clients served.

Professional and expert opinion, position papers and research studies are other methods for generating an information system to begin a systematic evaluation process. Although, when "all" sources of information have been gathered to plan and evaluate programs possibly the most important fact is that school media leaders were motivated to take initiative and plan their own destiny's rather than choosing to sit back and react to plans of others operating in similar social arenas.

Thank you for the opportunity of allowing me to speak this afternoon on the role of evaluation in developing and implementing good school media programs.

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NEBRASKA GUIDE FOR EVALUATION

What I have to say is going to make more sense to you if you have copies of our guide, and I did bring 100 copies with me. Would you believe I'm not prepared to talk? Nobody told me I was going to do this until just before our previous speaker. Don't think I'm not terrified! As I sit here and look at everyone of you who knows a whole lot more than I do--so-I have with me 100 guides. As they are being passed out, let me fill you in on just a little bit of the background. I think it does make a difference in the end product.

This all started in midwinter or maybe late fall two years ago, when I heard that there would be some money available if I had an idea. Well, I had ideas that weren't fundable, but I did come up with one that I thought would help us. I've spent several years going out on North Central accreditation visits. I have seen superintendents down the road come up to school A and say "It's great program!" Why, they didn't even know anything about it! On the basis of this kind of an attitude and this sort of evaluation that had been done of media - I hesitate to say "program" because at that time they were not programs - I proposed this idea of bringing together a committee of people to establish a common ground by which we would evaluate what was going in the schools insofar as media was concerned. It took a tremendous amount of work to finally get this into orbit. I was allowed to call in some one to run it for me, for I was not going to do it as a state department project. I needed

an LEA to assume the financial obligations of it, with eventual reimbursement.

I called on the Kearney Public Schools, where they had a man coordinating the whole media program who also taught the media programs at Kearney State College. He was a natural. We hand picked - and I mean hand picked - a committee of twenty people. We had university people; we had elementary school librarians; we had secondary school audiovisual people; we had people who called themselves media personnel. We tapped 20 of them. We had old and young, male and female, beautiful and non-beautiful. We called them all together for a one-day session to "come and talk about yourself." Thus by the time we started officially in March, we had introduced our people to one another. We had put aside "this is what I am" and "this is what I'm doing," and we were ready to work.

We needed guidance. We didn't know what we were doing and we didn't know where we were going. We wanted one person, thoroughly versed in the whole gamut of the media program, but with an identity principally with one---the library element. We wanted the same thing of another person versed in the whole gamut, but identified primarily with the audiovisual element. So, on the basis of what went on here in Kalamazoo five years ago, I called on Mary Frances to come out and work with us. We called, also, upon Bob Gerletti from Los Angeles, and he too came and worked with us. Both of them together worked with us from Sunday night to Tuesday afternoon. (Mary Frances may have not heard what developed after I drove her back to Lincoln. When I returned to Kearney on Wednesday morning - well, you just cannot imagine the mess that those people were in. They were saying, "What are we doing? What are we expected to do? We don't know what's going on." Bob Gerletti had also gone by this time. Nobody knew quite what to do, but we had identified a great many problems.)

Late Wednesday, Dr. Norman Higgins came in from Arizona State University at Tempe. Norm had indicated earlier that he was wrapped up in evaluation anyway and would be happy to come and work with us. He was to stay from Wednesday to Thursday morning. He extended his time to Thursday afternoon. He said, "May I stay overnight?" We finally "got rid of him" on Friday afternoon. But, these three people, all thoroughly versed in their respective fields, gave us what we needed to come out with a rough document. When we left for home on Friday afternoon having labored steadily since Sunday evening, there was rough document to take back to the office.

We refined it at a three-day meeting about six weeks later. Then came the assembling of pages in my office. It went to print on about 30 minutes notice

early in August. Thus it was that it went to print with those lovely individual flourishes, such as misspellings, omissions, all the things that made it highly personal. That's the copy you have, the one with a blue cover.

Now we found out we had goofed in many instances, but you will notice as you look through it, that we had made it so that we could readily update it. Each page is dated. We color coded it, so almost anybody could follow it. We had it three-hole punched so as to keep it workable and useable. Stapling is for the birds - and it doesn't do them a great deal either. And then we circulated it. We had no idea that we had come up with a document which would be worth while for anyone except Nebraska. This guide was aimed at Nebraska and we had our own people in mind. But keep in mind I'm thinking also of Omaha, a large city system. We have our Beaver Crossing, too. We have all the little schools to go along with Omaha and we wanted one document to fit them all. This has done it. We're out of print now less than a year after printing. This is the last box of 100 that we have. I have with me a draft of the updated version, which will go to print soon after I return to Nebraska.

As recently as this past June, we assembled as a committee to review, to refine, and to prepare for reprinting this first publication. In trying it out during the past year, we have discovered our weakness - we have been made aware of our errors - and we have now prepared what we expect to be a more useable document. For example, we have altered the sequence in the title -- we have followed through logically from establishing, to developing, to evaluating a school media program rather than evaluating, establishing and developing as in the copy which you all have. We replaced on the committee members who could not be with us in June by calling in people who had worked directly with the Guide this past year. They had invaluable contributions to make, and the revised version should be far more useable as a result of their input.

Allow me quickly to go through the format of our Nebraska Guide with you. Following the usual introductory pages - the foreword, acknowledgments, introduction, etc., we have first the SCHOOL SYSTEM PROFILE designed to enable the reviewer or evaluator to have before him some of the basic factors concerning the individual school under review. Here, as in the introduction which precedes it, we have presented first a rationale and then the instructions for use. We include in this profile such factors as special characteristics of the district, the media budget, and the media expenditures.

There is in addition an evaluation sheet for the media budget, drafted so as to have some basis for applying qualitative values.

The basic substance of the evaluation instrument is contained within four main sections. In order of importance we consider SERVICES, STAFF, PHYSICAL FACILITY, AND COLLECTION. This breakdown into sections begins our color coding. The pink section is SERVICES, which we believe is the most important of the four. Following the rationale and instructions, we consider in sequence, a selection policy, selection procedures, distribution of materials and equipment, etc. There are 12 services covered in the guide, and we trust that these are all-inclusive. The format here is for a characterization of the media services based on a five-point descriptive scale, moving from A, the ultimate in coverage, to C, a median position, to E, the extreme of non-existence or minimal coverage. It is a check box format, so that a single box is to be checked here. The in-between spaces for B and D have been left blank so that the individual characteristics of one program could be not only considered but also entered. A COMMENT box follows this part, and at the bottom of each page there is a series of YES or NO questions designed to qualify the reply at the top of the page. These have been so worded as to reflect a YES answer with an eye to leading the evaluator in completing the identifications at the top of the page. For example, if the A box, the ultimate performance level, is checked above and a NO would be a proper response to a question below, there is a natural conflict. The A box cannot be checked unless every question at the bottom of the page warrants a YES response. The 12 services overlap, yes, but they pretty thoroughly cover all of the services available through a functional media program.

The next section quickly, the blue one, is STAFF. We haven't anywhere said, "This is what you must have." We are considering only what you have. The section PHYSICAL FACILITIES, the yellow section, does include a space for entering those factors stated in the 1969 Standards relative to the facility recommendations. The reason they are there is that so many of our people, and I'm thinking particularly in terms of the schools where they do not have strong media personnel, need something by which to judge. In order to allow these people to relate to an acceptance level, we have given them a measurable standard, the 1969 Standards. We carried this relationship through also in the COLLECTION section, the green one. However, here in the COLLECTION section we also include North Central requirements, for we in Nebraska are part of the North Central accreditation area. In addition, we have included

the same COMMENT factors so that hopefully someone might use the instrument as he aims to do something down the road.

The last part of the instrument you have is a glossary, which as we stated in the document, is a very simple one. We have manufactured no new terms; we stayed with old ones. We think the instrument is something anyone can understand. As a matter of fact, we thought maybe we could give this document to the school janitor and he could evaluate the program. The doctor could come in and do it. In other words, it would not take a media specialist to administer this guide as an evaluation device. We have then a glossary; and we have two questionnaires, one for the students and one for the teachers. I personally would prefer that you take them back and burn them, because we now have replacements. We spent a great deal of time this past June putting together what I think is a very valid questionnaire. We have in fact two questionnaires for the student - one very simple one for the lower grades and another for the more advanced student. I do think these will serve an excellent purpose.

Basically that's all there is to it, except that we have now come up with a factor that was developed after it was put to use in the Ralston Public Schools, which is a large system just southwest of Omaha that has been booming in the past years. Ralston followed our directions in duplicating sheets as necessary to provide copies to suit the needs of a large district. We have now designed for use (1) a profile sheet for each one of the four main sections and (2) a summary sheet for each section to enable a ready total of all attendance centers in a district. We believe that the profile sheet and the summary sheet are worthwhile additions.

Dr. John C. Belland
Director
National Media Center for the Handicapped
Ohio State University
Columbus, Ohio

THE LONG-RANGE FUTURE OF SCHOOL MEDIA PROGRAMS OR IF THE MOS DOESN'T GET YOU THE ALGAE WILL

What do MOS* and algae have to do with school media centers? I will answer this later. But first, there's a dilemma we have in terms of any conception of the future. The dilemma is that human nature remains relatively consistent, but technology seems to advance at ever-increasing rates. Society does change its understanding of humanness, however. Formerly, the primary characteristic distinguishing mankind from other life on this planet was his tool-making and tool-using functions. People like Jane Goodall and some of the Gestalt psychologists have demonstrated that many other organisms make and use tools. Man also was viewed as the manipulator of symbolic structures. However, study of communication among animals, especially birds, porpoises, and wolves suggests that man's communication system may be more extensive but probably is not qualitatively different from that of a number of other animals. Man's social existence cannot distinguish man from the remainder of the animal world since ants have a social existence. Wolves also have an amazing societal structure. Various other primates seem to have social structure. Various other primates seem to have social customs that are

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*MOS, pronounced like "moss," is the acronym for Metal Oxide Semiconductor.

fairly well established. Perhaps the distinguishing characteristic of mankind is his adaptability. That adaptability is based on the most complex central nervous system that exists in any animal being. In fact, many researchers consider it to be an infinite central nervous system since no one understands the total limits of it. As investigators begin to understand some dimensions of that central nervous system, they learn that there are biological changes and adaptations within one individual during his lifetime, such that the capacity changes. So the kind of research that was summarized by Robert Travers which suggests very limited information handling capacity of human beings really turns out not to be capacity but to be the limited information handling ability or capability at that moment for an individual. As that capability is expanded by training, experience, and necessity, mankind seems to be able to handle increasingly complex situations.

Technology, on the other hand, is a very different kind of phenomenon. Paul Saettler, probably the only historian of educational technology, says technology is a weaving process. This weaving involves a human dimension. Not only the application of scientific notions produces technology, but also the demands of human needs are made on that application. If technology is the weaving of human need and applied science, then the development of technological solutions to human problems tend to beget an accelerated pace of technological development. Technological advances usually are comfortable, people demand more of them, there begins to be more and more scientific research, more and more creature comforts are satisfied, and proliferation and tremendous acceleration of technological accomplishment follows.

Related to this weaving notion is systems thinking. This thinking has tended to encourage cross-discipline or wide-scale synthesis of ideas. Anytime big ideas are synthesized into even bigger ideas, technological capability probably accelerates. Sometimes even though the technology was set in motion by a response to a human need, the technology subjugates those humans that it was supposed to liberate. So, mankind is often trapped by the nature of the machines or systems or processes that he develops. I teased some people recently who were talking about people interfacing and I said "Machines interface and you may have to interface the machine but people ought to interact." The use of the word "interface" comes from talking about machines and it refers to the kind of facade the machine puts forth toward another machine or toward a person. Only the designer of the machine can do anything about it. The machine presents a facade and people have to deal with it on the terms of

the machine. One seldom can deal with a machine on his own terms.

So, to sum up the dilemma there is the relative constancy of human nature, although there is a capacity which is very adaptable and very expandable. There is tremendous proliferation of technological accomplishment. One begins to perceive it as a struggle between mankind and the machine. Who is going to win? Who is going to be able to survive in this very intense activity of mankind's own making?

I believe that the practice of futurism was born out of the need to get some control over this kind of dilemma. Of course, people have always predicted the future. Long ago they went to oracles and they had philosophers suggesting grand designs for the future. It's only in the last couple of decades that whole groups of people, called futurists, have defined a profession of predicting and managing the future. Most futurists tend to be proactive. They believe that the only way to do anything about the future is, in effect, to invent the future that one likes. If one doesn't like a trend, or if he doesn't like what is shown by forecasts, he does something about it until he invents the thing that he wants. Interestingly, this kind of proactive behavior is the new wave of utopianism. Utopians have been around for a long time, but futurists, are perhaps the contemporary way of achieving a utopia. As one looks into the future, if one likes certain features but doesn't like certain other features, he is going to make a self-fulfilling prophecy by acting very strongly in the direction of those things that he thinks are important and good.

What I would like to do is present some elements of a big step into the future of school media programs. Some of these potential elements may form a utopia or, are perhaps, wild dreams of an unrealistic individual. Behind all these, is my respect for the learner. I think people care about the learner in different ways, but I'm concerned that the learner be in that business for his whole lifetime. There shouldn't be a division between learning in school and not learning outside of school. In addition, I believe that we can't focus on any age of learner at the expense of others. Certainly young learners need a lot of special attention, but in this dilemma of increasing technological development, it's obvious that adults, as well, in order to maintain a productive and useful role in the society, are going to have to be learners. Thirdly, I think learners have to be treated as self-directed and self-sustaining individuals. We cannot look at learners as pawns in some elaborate system of instruction or look at learners as the

to-be-patronized salver of a teacher who needs ego building. The learner ought to be honored as perhaps the most productive and future-oriented individual in the social system.

In order to talk about some of these wild dreams or grand designs I'd like to identify only four thrusts among the many that one could identify. One ought to be a thing that anyone could respond very positively to: the total elimination of clerical librarianship. Another would be: the development of sophisticated information transmission or transportation. The third is: a process which I will call micro-unit synthesizing of instructional materials. And the fourth is: the direct electrochemical communication with the brain.

Total Elimination of Clerical Librarianship

I've heard today and I've heard in many other contexts the notion that there are all sorts of wonderful systems for dealing with circulation, cataloging, acquisitions, and so on, but the library would have to be huge in order to use them. There would have to be vast computer resources available. There would have to be fantastic numbers of patrons and extremely large collections. But I suggest that there are several developments which say that that's no longer the truth. We've had in the last decade extensive development in minicomputers. Minicomputers that cost $40,000 to $50,000 ten years ago cost less than $5,000 today. In fact, there is a projection that they may cost less than $1,000 a couple of years from now, in spite of inflation and all the other pressures that make things cost more.

There are a couple of reasons for this tremendous shift in the cost of computing. Perhaps the biggest one is in terms of the cost of computer storage. Most people probably still call the storage in the main structure of a computer core storage. This was called core storage because there were little bits of ferrite material called cores that were wired up in a big matrix. It cost about $10 for every bit of information stored in the main frame of the computer using core, and every bit, which is either a 0 or 1, is very inconsequential in terms of the number of things needed in order to store very much information. Perhaps the first part of my sub-title should become clear at this point. MOS stands for metal oxide semiconductors. An engineer can now place about 1,200 semiconductor elements in a square centimeter of silicon oxide at a cost of about $2.12. Therefore, what used to cost $10,000 now costs $2.12, and what used to take about four square feet of space takes a square centimeter. That's quite a change.

What is likely to happen, I predict, is that in the very near future, salesmen will be coming around to very ordinary school districts and will say to the media specialist, "You can't afford not to have your own computer. It'll do many things and, in fact, perhaps eliminate the need for any clerks on your library staff." Computer software already exists which will do everything a library clerk does except smile when a student wants to check out a book. Such systems will be available even in those buildings with only 250 students. It will be cost effective because to buy the computer and all the software will cost less than the salary for one clerk for a year, and the computer will certainly function much longer than that.* I think that this kind of development will force school-media specialists or public librarians to behave as professionals. It's bad enough when the clerks have to do the drudgery of clerk work, but it's unforgiveable when the professional has to take the time to be the clerk. I think this will bode very well for all, but it will be frightening to some.

The Development of Sophisticated Information Transmission

The second thing that I think is very important is that technologists are learning a lot about transporting information. With satellites there is the first distance/cost-independent means of transporting information, and I use information very broadly -- visual signals, audio signals, digital signals, etc. Every other kind of system has cost so much per mile. To wire together a school system for television costs so much per mile of cable. With the satellite, it doesn't matter if one is beaming a signal next door or halfway around the world. The cost is transmitting the signal to the satellite and sending it back down to the earth. That cost is relatively little.

Technologists are now making the satellites increasingly higher powered and with more and more channels. As the satellite becomes higher powered, the ground station can become lower powered. The network television broadcasts from halfway around the world require about $5,000,000 for a ground station. The satellite that is being orbited over India requires a ground station that costs slightly less than $50,000, an unbelievable decrease in

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*By the way, acquisitions is one of the absolutely fantastic developments. At The Ohio State University library, they have reduced the acquisition time from something near nine months, which seems to be a nice gestation period, to less than 24 hours. I've asked for books to be ordered in and had them not only completely processed but circulated and delivered to my desk within 24 hours of their arrival on the loading dock. That's overwhelming, I think, to most librarians.

the cost of the ground station. In fact, if there were a satellite over Michigan or any other state, school districts could probably afford the $50,000 ground station if there were sufficient benefit in terms of materials.

Obviously there will soon be a time in which the ground station may cost 50 cents and be small enough to carry around in a pocket. No longer will be necessary to span distances with wire. When it happens, any human being on the face of the earth can be in constant communication with any other human being on the face of the earth or with any organizations, anyplace. Isaac Asimov commented that when total communication occurs, mankind will lose the concept of being lost, because one can't be lost if he is in total communication with anybody in any place.

Micro-Unit Synthesizing

The third thrust, which I'm calling micro-unit systhesis, is perhaps a little harder to describe. Technologies now very easily synthesize audio from print material. In fact, there are a number of computer systems in which one uses buttons similar to those on a touch-tone telephone to signal a computer as to a particular search or a particular calculation. When one places the receiver to his ear and hears a human-sounding voice speak the response, it is not a human-being speaking--it is simply synthesized audio from the computer. Recent developments in the field of computer animation also allow generating visual information from material in computer storage banks, and in fact allow the specific synthesis of visuals for specific learners.

As this technology is perfected, educators will no longer have to develop instructional systems. All one will have to do is establish very complete micro modules of information, very small subdivisions of auditory, visual, verbal, or whatever information, store it in the computer bank, and allow an individual learner to generate his own instructional system based on the most fantastic array of variables one can imagine. Some of it will be based on decisions that the learner is even unconscious about, manipulations which he is unconsciously making in relation to the machine. It is taking the notion of the frame and the branching of programmed instruction and extending them to the infinite. Infinite arrangement of materials will become possible in almost any sensorial stimulation mode.

In fact, it becomes possible for the learner to actually manipulate visual phenomena. He doesn't have to be content with the artist's version.

He can look at the backside of that which the artist didn't think about drawing, or look at it from the side or the top or the bottom. He can extend it. He can turn it inside out, change its color relationships, change just about every dimension of the visual using this technology. Instructional designers are going to have to learn very different skills than they have at present in order to use this kind of a technological development. One no longer will be able to tyrannize a learner with his version of what the world should look like.

Direct Electrochemical Communication into the Brain

The last development I wish to present is perhaps the ultimate extension of the other three. Physiologists and biochemists are coming closer and closer to an explanation in very straightforward physical terms of brain functions -- the communications which go on inside the brain, the logical processes which occur there, the pathways information follow, the way information is stored, and so on. It is highly likely that within the present generation, mankind will know how to communicate directly in or out of the brain without the filtering of the sensory organs. One won't need eyes or ears, sense of touch, sense of taste, in order to have the full range of human experience. At first glance that might sound exciting. One could memorize all that frustrating Russian vocabulary or whatever in a very painless way. However, this technology will cause the loss of the privacy of one's thoughts. The day that sensory organs are no longer needed to stimulate thoughts, or when motor skills of hand or mouth are no longer needed to produce communications of thoughts, anyone can read anyone else's thoughts.

The privacy of thoughts is nearly the most sacred thing that I can think about. I need the privacy of my thoughts, and I think that anyone probably feels that he needs the privacy of his. That's one kind of an executive privilege everyone might defend. What is humankind going to do about that? It is perhaps the most difficult issue educators will face, or any human being will face, in the next twenty-five to thirty-five years.

The Russians have done some fascinating research on bypassing sensory organs by means of tactual stimuli applied to a person's back. They find that they can transmit and receive information at about 100 times the rate possible through any other sensory mechanism. In fact, I understand that one can train some minuscule muscular twitches to communicate at the rate of about 10,000 bits per second. In one of my wilder moments I speculated that anyone who really learned how to do this would be very dangerous to shake hands

with because with one extended handshake he could probably absorb one's entire cerebral content.

. . .To return to the MOS and the algae. Even though the MOS enables a tremendous reduction in the cost of storing information, information systems persons are not content to stop with this development. It is widely accepted that the single living cell is the most efficient information storage agent yet developed. Consider the 10,000 or so bits of genetic information in the simplest cell. Preliminary experiments suggest that it will be possible to use one-celled organisims to store and retrieve information. Perhaps information collections will be reduced to a tiny tank of an algae-like organism. Will school-media specialists enter the next century tending collections with water and fertilizer?

Before I conclude, I will try to tie some of these into what I think a school-media program would be like in the long term. I think first of all, that the media center will be a communications nerve center. Even though people will occasionally need to come to the media center, (people will still find books on shelves and various other things which must be stored in traditional ways), most times they won't have to go there. People can be communicated with through innovative means for transmitting information and processing information.

Secondly, the media specialist will be the person who can link machines and machine systems to the needs of the human being. In fact, the media specialist is the person who is going to have to bridge that dilemma between human nature and the sophisticated technology. It's going to be one of the most incredibly difficult roles in all of society. In fact, that list of characteristics for the school-media specialist in Media Programs: District and School will be child's play compared to the characteristics required in this new environment.

Thirdly, learners will be in much greater control of their own learning environment. Educators will remember that learning is that change which goes on inside the learner. The learner will decide what to listen to or see and what not to attend to and what to process and remember and what to discard.

Teachers are going to have to become much more sensitive to curricular phenomena, and by curricular I mean to be able to sort out the range of opportunities and responsibilities that a learner will have in a lifetime; to be able to understand which domains to attend to and which domains will

look after themselves; to select opportunities and perhaps suggest some things that could be left relatively untended.

School administrators are going to have to become much more adept at orchestrating a cooperative team approach to solving school problems. Education will need all the different kinds of talents that it can possibly find and is going to have to include the talents of the learner in the decision-making process in the schools.

Then the last is that the school may well become a concept rather than a place. The school-media program has become more of a concept than a place, and I think school itself may follow in that tradition.

I think that the challenges in the next twenty-five to fifty years are going to be immense. However, I think that the adaptability of human beings is such that people will rise to those challenges. I think learners in the future will be treated far better than in the past. I think, in fact, that there is some hope that all of humankind will begin to treat each other with a far greater degree of humanness than has been the case and that people will begin to refuse to let the technology subjugate and divide them. Of course there are those that would say, "Not so. All of this is leading to doom." It will be up to each one to decide which of those two alternatives is more palatable and which one he wants to work toward. I hope most will join in working toward that more optimistic alternative.

Comments on the Draft of the Standards

Dr. Belland prefaced his speech with the following comments:

I think that the shift from the 1969 document to the present one is an impressive leap forward. It assumes the integration of print and non-print media, and I am grateful for that. I'm also impressed with the conceptualization of program which emerges in this new document. Instead of saying we need six of this, eleven of that, and fourteen of something else, it begins to express the value system which should give professionals a basis for the design of a solid program.

However, there are a few things that I'd like to criticise. I think that this document places a tremendous demand on the person who is the school-media specialist in a small building. The specifications on page 17 of the draft say that he should have competencies relating to the role of education in society, theories, principles and methods of instructional technology, curriculum development, teaching and learning strategies, analysis of user characteristics and information needs, principles of communication, principles for disseminating and using information, and it goes on and on.

I am reminded of a debate we had in the College of Education at Ohio State. We are a very large College of Education, and we decided we wanted to get smaller, by means of selective admission. We decided to administer a battery of tests to prospective students. The results of those tests were averaged with a weighted average and all the students who had applied were then rank ordered--the top one, the second from the top, on down to the last student. Naturally it was assumed that the College was going to admit just the top 20 percent of those students. I said at the time that I thought this was a poor thing to do, and maybe we should upset the usual hierarchies. To the top 20 percent we should perhaps say, "Get all the subject competence you can, because these were education tests. We already believe you can teach. In fact maybe you're a natural-born teacher, and two years from now we'll recommend that you get a license. There's no reason for you to come around the College of Education anymore." Then take the middle 40 percent and have a little heart to heart talk with them saying, "You know, there are many other things that are very interesting to do in the world besides teaching. Maybe you ought to consider a different role in society. Have you thought about social work, or business, or the health

professions?" And then perhaps we should admit the bottom 40 percent to the College of Education, and see whether we, as teacher-educators, know how to teach anybody anything. Because if we can teach them to become fine teachers, we'll demonstrate our skill.

You may wonder how this relates to the standards. What happens in the standards is that you have the most highly trained, most sophisticated people put into the settings where there are 15 to 20 professional staff members--those big schools where you can have vast divisions of labor and all sorts of special talents present. However, in the small elementary school building where there is only one lone person to hold up the standards of goodness and truth and beauty in the name of educational media, you expect a vast range of skills, but you expect relatively little training and experience. So, one recommendation I have is to upset the usual hierarchies. The media specialist who works all alone in a building ought to be a highly experienced and highly trained person, perhaps the most sophisticated media specialist anyone can muster. That small elementary school needs every ounce of talent, tact, skill, and experience it can get.

Another thing that troubles me is that some recommendations were made without concern for costs. There is a very strong recommendation in the document that all budgets for educational media programs be done in program form, and it recommends that if your school is so old fashioned as to have a line-item budget, you had better have two budgets. This sort of recommendation ignores that the cost of preparing the second budget may well deprive the learner of educational experiences which otherwise might be available to him. The most precious resource that we have in the profession is the time of the skilled members of that profession, and the most precious resource in the school is the time of the learner. If we waste the time of either, I think we're making a big mistake.

My third criticism is that the document fails to honor the need of the learner to be able to produce in all media, not to promote necessarily but simply to produce communication. It is not enough any more that someone learns simply to read and write, speak, and listen, but he has to to able to visualize; he has to be able to prepare sophisticated auditory and audio-visual kinds of experience because that's the world in which he lives, right now.

The last concern, which may sound strange coming from an educational technologist, is that primary criteria to be used for determining the collec-

tion are the perceived needs of these other professionals within the particular school environment -- the teachers, the administrators, and so on. I think one needs to keep a balance between the "old time" library standards of collection building and the perceived need idea of the materials center or media program. I think we need both, not one or the other, because there are a lot of needs which are not understood, not perceived, and cannot be perceived until a learner goes browsing among the shelves or searching through the catalog file. So the building of a relatively complete and comprehensive collection in the curricular areas of the school ought not to be neglected in a school media program.

I think these are minor complaints, by the way, and I have no others in terms of the philosophy of the document.

INSTITUTE "WRAP-UP"

Good morning. It is nearly time to say our good-byes and God-speeds. But before we go there are a few unfinished items of business, including a report from Dorothy Alexander our Institute Evaluator. And I want to do a tidy wrap-up by reviewing briefly some of the information and ideas presented to us this week. First, a few words from Dave Loertcher who at the last minute could not be with us during his assigned time slot.

Dave Loertcher:

My apologies for not being able to be with you when I was scheduled to be. I did pass out last evening a copy of the instrument which was used in the elementary evaluation study in Indiana this past year. If you did not get a copy, I have a few left. This instrument is not exactly the one that was given because the one that I gave you was in categories by types of services, and our whole study focused on how many and how frequent are the services given to both teachers and students in elementary, from elementary media centers. On the instrument that was actually used the questions were in random order, but I cut and pasted and gave it back to you in order of service categories, so that you can kind of see what it covers a little easier. We measured the perception of the IMC staff, what they think they are giving in the way of service. We also measured what the teachers thought they were getting, and we also asked students to participate in saying what they were getting from

the media center. We have those other forms of questionnaires, the teacher form and the student form, so if any of you are interested, you can write me and I will get those to you.

Our first data analysis indicates that success in one of our objectives, and that was to see if there were any difference in the services given by a full-time clerk vs. a part-time professional, and then finally a full-time professional. We did service counts and analysis of variance on that, and found a significant difference statistically, that the full-time professional does indeed give more services, better variety, and more frequently than does a clerk, which is nice to have in hard data.

We have yet to do some of the analysis to figure out if the teachers back that statement up. In other words, our significance is only in the perception of the IMC staff. When I get home, I'll write the program and have the computer figure out if the teachers agree, and also if the students agree, so we'll be publishing that data soon.

I appreciate the opportunity to share with you our instrument and as I said, if any of you didn't get them, I'll be happy to see that one is sent to you.

Marilyn Miller:

Ann Falsone and Harold Lord have asked for a few minutes. Ann and Harold, you want to come up.

Ann Falsone:

I want to share something with you, just a little brief tribute that I whipped up last night:

They met us at the airport,
They took us to our dorm,
They mimeod our reports,
They listened to our problems.
We want to express our thanks
To Marilyn and to our staff,
For all she did to make this
Institute a success.

You know in any professional meeting, you add new words to your vocabulary. This expanded lexicon is really good because it enables us to talk to each other more effectively. Do you all remember studying in high school "The Charge of the Light Brigade" by Alfred Lord Tennyson? Well, we would like to

present a brief adaptation of that called "The Charge of the Shakers and Movers," by Alfred Lord Proactive, and read by a distant relative, Harold Lord.

Harold Lord:

The Charge of the Shakers and the Movers

by

Alfred Lord Proactive

I. Half a league, half a league,
Half a league onward,
All to the valley of Kalamazoo,
Flew, drove, and rode the one hundred.
"Westering, Media Professionals!"
"Charge toward the standards!" staff said.
Into the valley of futuring
Walked the one hundred.

II. "Tree climb, Shakers and Movers!"
Was there a him or her dismayed?
Even tho' the attendants knew
The stipends were numbered.
Their's not to make reply,
Their's not to do or die,
Their's but to reason why;
Into the valley of viable alternatives
Bussed the one hundred.

III. Accountability to right of them,
Networking to left of them,
Futuring in front of them
Interfacing thunder;
Stormed at with Bloom's Taxonomy
MBO, and Councils of the Mighty,
Into the jaws of evaluation,
From the mouth -- communication,
Prioritized the one hundred.

IV. Interfaced their shiny hardware,
Product designed their relevant software,
Hot pursued the learner there,
Maximizing the competencies, while
All the world wondered:
Would the Delphi validate?
Would the Associations consolidate?
Would State Agencies mediate
Through needs assessment?

V. Feds on the right of them,
Financial cruncher on the left of them,
The crunches between them.
Put a handle on it!
Entrance competencies identified well,
While "Librarian" and "Audiovisualist" fell.
All differences went to Hell,
And "Media Professionals" rang the bell,
For all the one hundred.

VI. When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the enlightened brigade,
Shakers and Movers.

Futurized by the Colorado Delegation & Friend:

Fran Dufraine
Anne Marie Falsone
Hal Lord
Marie Sivak

Marilyn Miller:

That was fun. I'm glad you did that. I do thank you Ann, for your words of appreciation, especially for the staff. I insisted they get themselves in here this morning because they really have been a fine troupe to work with. They have taken my orders (I mean, leadership) and temper tantrums in great good spirit, and I do think they have really demonstrated a high level of competency. Time to hear from D. A.

Dorothy Alexander:

To the director of the Institute, her administrative staff, the group leaders, and especially to you, the participants. It has been a pleasure for me to serve as evaluator of this Institute. You've been most cooperative, and I want you to know that I really appreciate it. The feedback that you've given me will be incorporated into my report, my final report to the Institute Director. There were two purposes to be served by the evaluation study. The first was to provide information to the decision-makers, the Director of the Institute, and her staff. The second was for accountability purposes. Information for decision-making is the proactive function of evaluation. Your comments from the proactive box, from the coffee breaks and the dinner meetings, and from general interactions that an institute provides, have been daily essential to the staff of this Institute. And you have probably seen that apparently they have become the focus of many of our staff meetings as they have influenced the schedule and some of the activities of the Institute, I think the results of which have provided you with a better program.

Still operating in a decision-making mode, my evaluation report will serve as a planning document for institutes of the future, institutes of this nature that may be held in the future. Other evaluators, directors of institutes, group leaders, administrative staff, can do a better job than we have done as

they can profit by our mistakes and they can build on our successes.

In its retroactive mode, the evaluation study will serve accountability purposes. The evaluation will become a part of the accountability record that will go to the funding agency, and will provide justification for the decisions we have made in reference to this Institute. From the data already collected, I have evidence that many positive things have come out of this Institute, the value of which will only be realized as you begin to implement some of the programs that you have in mind now, or that you might envision once you are back in your states. Some of you adhere with me your valuing the things that were once considered of low value when we started out. I've seen those things rise to high value, as you have been able to interpret them over the period of time. It will be my assertion that the true merit of this institute cannot be assessed today, or tomorrow, or the rest of this year, or maybe two years from now, but there will be ripples and sometimes tidal waves that will bring dividends of your invested time, interests and the funding agency's dollars, far beyond the period which we have invested here.

I thank you for your cooperation. I have enjoyed working with you. The only thing that I hate about meeting people that I enjoy, is that I have to say goodbye to them. Thank you for coming.

Marilyn Miller:

Thank you Dorothy. We've enjoyed working with you very much, before, during, and I know we'll continue as we wind down Institute affairs.

I've learned many things this week. I've learned what swagging is---- do you all know what swagging is? It's scientific wild-ass guessing. I learned how to eat an elephant--one bite at a time. (Isn't that corny?) I, like you, have vowed to continue westering, to try to become a mover and a shaker, and so on through the week.

I wanted to pull together a really great introduction or summation, a masterpiece. Verging toward analogy, I thought, well, a symphony--maybe. It would be the Miller Symphony, 1974, in B-flat Major. All the components were there. The comparisons were beautiful. I had 103 varied, competent, intelligent prima donnas--I mean players, musicians. I had themes and harmony, flats and sharps. I must admit that at one moment, I was afraid my symphony was going to turn into a parody of PDQ Bach since my counterpoint seemed to be in juxoposition with the antithesis of the dissonance. But harmony did prevail!

Last night the hour drew late, so I gave up my great allegory, and decided

to conclude by just reminding you of a few things that happened this week. The week began when on August 11, 1974, 110 people gathered together in Kalamazoo, Michigan to discuss futurism and school media development. The future--our future--is tomorrow, a week, a month, a year, or more from now, and there are many forces bringing pressure upon our efforts to provide and help develop improved school media programs, and some of those pressures and forces were discussed here this week. Don Ely told us that the field of instructional media does not exist as an entity. It draws life only as it relates to the larger context of which it is a part. The large context is education, and larger yet, our society. Don warned us of the difficulty of considering the future of one discrete field because there are too many societal variables which impinge upon the field to look at it in isolation. However, he went ahead and did try to do just that, along with offering us some ways of looking at the future, studying the future, and viewing change as proactive. Frankie and Bill provided us with a reasoned, articulate, knowledgeable walk through the 1974 standards, guidelines, philosophical statement, Media Programs: District and School. Frankie's background and analysis paired with Bill's visual and verbal synthesis, set the pace for group discussions and considerations of all kinds, and did indeed establish the foundation for the week's work, which culminated in state brainstorming sessions on Friday afternoon.

Bill, Barry, and Ben: a presentation on networking that was both provocative and provoking. The presentation of one system, the Illinois Model, and one subsystem, the Illinois River Valley System, were informational. Ben's responses and reactions helped set the stage for group discussions which explored terminology, ongoing as well as forecasted networking strategies, values, fears, and problems, such as copywright and legislation, and attitudes desirable for managers and participants in any type of information sharing system.

Henry Brickell. He did it once again. Dr. Brickell expressed admiration for the product of a group of professionals who are accepting their responsibility for discarding the outlived methods, and integrating responsible new directions into their professional commitment. But most of all, Dr. Brickell stimulated us and treated us to the experience of watching and feeling a fine, sensitive mind explore ideas, questions, and concerns, and produce cogent, proactive responses. And weren't we glad we didn't have direct electrochemical access to his brain?

Paul Hawkins defined one state's design and partial implementation of an

accountability system that promises to the taxpayers and the parents of that state, Michigan, that there are minimal competencies, skills and understandings for which the schools can be held accountable. His presentation was marked for its organization and its inclusion of wit and humor, as well as honest admission of the horrors that can come and did come out of the Michigan implementation of an accountability system.

Bill Coats described one school system's accountability model, a model which emphasizes openness, school staff, student and parent involvement in evaluation. And a model which involves much risk taking. We're interested in the Coats model, which informs the community of those goals which is is willing to meet and be responsible for, assesses the educational needs of the young learners, establishes objectives, implements strategies to meet these objectives, and attempts to face up to the results of the final evaluation.

Gary Wegenke described the serious business of implementing building level, continuous evaluation processes. We were impressed that he was able to back up his evaluation model with resources in human time commitment. We are also interested that he demonstrates significant change in the role function of the principal from disciplinarian and administrator of minutia, to educational manager and leader. And could we not see this young man as Belland's type of administrator for the school process of the future?

Dr. John Belland, a gentle, thoughtful educator and scholar, went beyond the reasoned compliments and criticisms of the new guidelines to take us into the communications world with which one day, soon, new standards committees will be grappling. These committee members, who will be utopians in the true proactive sense, will be describing media philosophies which encompass job descriptions for highly sophisticated media specialists who will "bridge human nature and sophisticated machines."

Mary Kingsbury, Peggy Jetter, and Mary Frances Johnson shared with us, in a highly informative hour, the design, methodology and findings of two research studies which sought to define the media center program and media specialist of the future. The results of the Kingsbury study of practitioners and library educators were not too encouraging. Jetter's consensus of experts in a field of media education, instructional technology, curriculum developers, and educational researchers were more consistent with what we wanted to hear but in the light of the later predictions of John Belland, all may be moot.

And the guidelines, Media Programs: District and School, the star of the

week. Challenges, opportunities, and a document well worth presenting to the educational community as an up-to-date statement of a profession's concern that the user become the central figure in a relevant learning program that is dependent upon the media program that is dependent upon the media program A media program which helps implement the individual school building's educational goals and objectives.

And the participants, 103 media professionals representing a wide variety of experience, background, and opportunities for leadership, gathered to learn, to think, to discuss, to argue, to share, and to grow. We met in large groups to hear lectures. We met in small groups to concern ourselves with the dimensions of providing media programs for the future through the use of the new standards, information-sharing systems, accountability systems, and ongoing evaluations of educational programs. Our specific goals were spelled out in early communications to participants, and were rephrased at the opening session. Did we meet them?

> To analyze the 1974 standards and evaluate the challenges and problems of their implementation.
>
> To discuss methods for effecting educational change needed to implement the new standards.
>
> To evaluate the role and function of the school media center of the future as described by recent researchers.
>
> To identify the aspects of accountability and evaluation which are viable for the development of media programs.
>
> To examine and discuss emerging program patterns and relationships as described in the standards, relative to their role in supporting building and district level media programs.

And I repeat, did we meet them? I'm not really sure. Participant evaluations, staff evaluations and hindsight observation, with maybe a little bias thrown in, may give us some clues, but I believe the real proof of success or failure in our meeting these objectives will be revealed in the next few years in state activities and the development of school media programs in school buildings and school districts. The 103 participants met in groups, small groups. The experiences observed: frustration, growth, excitement, discouragement, enthusiasm, ideas----all were stimulations of what each participant faces when upon the return home he/she must deal with disparate groups who must come to terms with the demands of media program development.

The temptation to summarize the summaries was great. I read through many of the reports of group activities, which described the development of models, which described role playing, the playing of games, but always described dis-

cussion, changing positions, developing concepts. We'll mail you some materials in two or three weeks and we'll pick up other things in the proceedings, which will be started as soon as the business details of the Institute are tidied up. We could have done it differently, and maybe we would have done so if we'd had more time, but this is the way we did it. I've enjoyed directing the program. I'm glad Dave Bender called me. I've enjoyed sharing my university campus and my city with you for a week. Come back, but go home now. God speed for a safe journey, and believe me, I shall look forward to continued professional association with each of you.

Ben Franckowiak:

Thank you very much, Marilyn. This is completely not part of the program, but I feel impelled to say a final thing about what you're going to do now. I'd like to thank Marilyn again for all the work she's done, and Bill Hug and Mary Frances for the tremendous amount of work they did on the Institute Staff. However, the most important thing now rests with you. You've been through it all. Now you have something unique which you didn't have seven days ago. You are the resident expert now in your state, in your part of the country, in that future program. You have a better vision of that than anybody else. You have a powerful responsibility. It's going to weigh heavily upon you. If you go back there, and you don't do everything you can possibly do as a professional person, to develop the kinds of programs you know ought to be there for every kid in this country, then you're responsible. That responsibility is going to weigh very heavily upon you, but you can do something about it. You do make a difference. You can create the future in the United States for those kids. The decision to act, or not to act, is up to you. Let's go home and do it.

APPENDIX A-1

DAILY SCHEDULE

Aug. 11 Sunday	Aug. 12 Monday	Aug. 13 Tuesday	Aug. 14 Wednesday	Aug. 15 Thursday	Aug. 16 Friday	Aug. 17 Saturday
	8:30 - 11:30 Standards Presentation M. F. Johnson Wm. Hug Questions and Answers	8:30 - 11:30 Networking DeJohn Booth Franckowiak Questions and Answers	8:30 - 11:30 Accountability Brickell Hawkins Coats	8:30 - 11:30 Session V	8:30 - 11:30 Small Group VII	8:30 - 11:30 General Session Wrap-up
	Noon Lunch	Noon Lunch	Noon Lunch	Noon Lunch	Noon Lunch	
1st Session 6:00 Dinner Speaker: "Futurism" Donald Ely	1:30 - 4:00 Organize Small Group Session I 6:00 Dinner	1:45 - 4:00 Small Group Session II 6:00 Dinner 7:30 - 9:30 Session III	1:00 - 3:30 Small Group Session IV 6:00 Dinner "School Library Media Center of the Future" Kingsbury Jetter	2:00 Evaluation Wegenke Loertscher 6:00 Dinner 7:30 - 9:30 Session VI	1:30 - 4:00 Session VIII 6:00 Dinner "Futurism - Revisited" John Belland To Be Planned If Necessary	

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APPENDIX B-1

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for the

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APPENDIX C-1

FUTURISM AND SCHOOL MEDIA DEVELOPMENT

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APPENDIX D-1

STATE BRAINSTORMING COMPILATION

In response to an expressed desire to share the contents of the state brainstorming sessions, the following summary was compiled. Sheer bulk as well as a great deal of repitition made the summary format a logical one. The state brainstorming instrument was broken down by question and the recommendations of each state were listed under each question. Similar ideas were then grouped together and response frequencies tabulated. The following data is not comprehensive, rather it identifies the recommendations most frequently mentioned as well as the more common responses which were only mentioned once.

1. What about the 1974 Standards?

   a. How shall we introduce, interpret, and promote the standards to the educational community?

      The following recommendations are in rank order beginning with the recommendation found most frequently. The number in parenthesis refers to the number of states making that type of recommendation.

      Articles in state level publications as well as brochures, newspapers which would include practical applications technique. (17)

      Participate in sessions held at other professional association conferences as well as our own. (17)

      Incorporate Media Programs: District and School into already scheduled statewide workshops and meetings. (9)

      Develop a public relations campaign utilizing the mass media. (radio, educational and commercial TV) (9)

      Compare, revise or develop state guidelines to support Media Programs: District and School. (8)

      Devise implementation plans utilizing a state task force, association committees or school district personnel. (8)

      Work with leaders of other associations. (7)

      Utilize visuals (16mm films, filmstrips, etc.) possibly developed by national associations. (7)

      Provide speakers and consultation services to districts and other state departments. (7)

      Incorporate Media Programs: District and School into university library/media courses on the graduate as well as undergraduate level. (7)

      Present information about Media Programs: District and School through district level meetings and local civic organization meetings. (4)

      Identify and develop exemplary programs. (3)

Write interpretive memos to key people in the state department of education. (3)

Discuss Media Programs: District and School at professional meetings. (3)

Purchase copies of Media Programs: District and School and disseminate to every school system, teacher education institution, the association officers and state department of education personnel in the state. (3)

Financial support from the national association for media program development. (3)

Work with regional accrediting associations. (2)

Have training sessions for speakers. (2)

Lend tapes of the institute speakers to educational leaders. (2)

Obtain State Board of Education endorsement of Media Programs: District and School. (2)

One of a kind recommendations:

Official state letter to superintendents and principals announcing Media Programs: District and School.

Devote statewide in-service day to Media Programs: District and School.

Develop a workshop model for others to use.

Incorporate Media Programs: District and School into the mandatory statewide accountability program.

b. What kinds of in-service programs/implementation activities can we design for state media professionals?

The following recommendations are in rank order beginning with the recommendation found most frequently. The number in parenthesis refers to the number of states making that type of recommendation.

Send speakers to participate in sessions held at other professional association conferences as well as our own. (15)

Involve public relations people to develop a media presentation (video tape, slide/tape) covering utilization guidelines, existing quality media programs. (13)

Regional and district workshops possibly utilizing implementation packages developed by the state or national associations. (11)

Develop in-service sessions for districts, Department of Education and association officers possibly utilizing the statewide in-service day. (7)

Discussions at regional and seasonal state association meetings. (6)

Develop and distribute state guidelines for implementation of Media Programs: District and School. (5)

Develop cadres of resource people to conduct implementation workshops. (5)

Articles in professional journals as well as bulletins and fliers. (4)

Work with other professional associations. (4)

Provide training sessions for resource people possibly utilizing university faculty. (4)

One of a kind recommendations:

Have an institute every three years.

Prepare relevant bibliographies.

c. What types of additional assistance and leadership do we need from the national level?

The following recommendations are in rank order beginning with the recommendation found most frequently. The number in parenthesis refers to the number of states making that type of recommendation.

Promotional materials (including news releases, TV and radio spots, slide-tape presentations, 16mm films, posters) regarding Media Programs: District and School should be developed and made available to media professionals with room left for local material to be plugged in. (29)

Directory of resource people. (18)

Utilize some national association as a clearinghouse for the dissemination of ideas regarding other state programs and implementation models. (13)

National leaders to write articles for national newspapers and magazines as well as all professional journals. (10)

Preparation of discussion guides for local use. (5)

More situations where this type of group can work together (workshops, institutes). (4)

Establish lines of communication with other national associations and make presentations at their conference. (4)

Send no money for local implementation piloting. (3)

Develop and disseminate relevant bibliographies. (2)

One of a kind recommendations:

Sponsor reunion of HEA Institute group for further dialogue at AECT and AASL.

Help to develop and promote media specialist programs at higher education institutes.

Work with accrediting agencies and regional associations.

Workshops on Media Programs: District and School at ALA and AECT conferences.

2. What concerns of this conference (networking, evaluation, accountability) could provide association/agency programming ideas?

a. Kinds of information dissemination programs:

The following recommendations are in rank order beginning with the recommendation found most frequently. The number in parenthesis refers to the number of states making that type of recommendation.

Articles in professional and popular magazines. (10)

State association meetings. (4)

Develop a networking system possibly utilizing REMC's. (4)

Sessions at state conferences of our professional organizations and other associations. (4)

Educational radio and TV. (3)

Utilize available networking systems. (3)

Make cassette recordings of institute sessions available. (2)

Make institute proceedings available through announcements in professional journals. (2)

Resource people. (2)

One of a kind recommendations:

State agencies could act as a clearinghouse for the dissemination of implementation programs.

b. What kinds of cooperative planning could be done to permit more effective programming?

The following recommendations are in rank order beginning with the recommendations found most frequently. The number in parenthesis refers to the number of states making that type of recommendation.

State agency and association could develop media program together. (13)

Work with other professional associations. (8)

Closer coordination between school, public and higher education information programs. (6)

More advance notice concerning national programs and institutes so that state, regional and local planning can be better coordinated. (4)

Form a task force to determine the best methods for implementation utilizing teachers, students, community leaders and media persons. (3)

Survey "grass roots" and association officers for ideas. (2)

One of a kind recommendations:

Make state guidelines compatible with Media Programs: District and School.

Institute participants should remain in close contact and periodically meet regionally to brainstorm.

Breakfast planning sessions for media specialists in urban areas.

Work with state eveluation and measurement units.

Networking through a national association.

3. How could our state agency and our state association continue or improve the futuring cycle?

The following recommendations are in rank order beginning with the recommendation found most frequently. The number in parenthesis refers to the number of states making that type of recommendation.

By maintaining open communication channels between association and agency. (10)

By encouraging media people to develop evaluative instrument and then continually re-assess on-going programs making adjustment where indicated. (10)

By providing association or agency sponsored workshops dealing with evaluation, learner verified instructional materials, and future trends on a regularly scheduled basis with interaction at all levels. (8)

By keeping media people informed about future needs of school media programs, as well as ideas, concepts and programs in other fields which may impact on media programs. (8)

By utilizing national guidelines Media Programs: District and School to revise and up-date state guidelines. (4)

By holding annual institutes for agency and association people. (4)

By utilizing themes for state meetings which are future oriented. (3)

By providing the opportunity for periodic brainstorming sessions. (3)

By developing long range plans. (3)

By developing information networks for the dissemination of information. (2)

One of a kind recommendations:

By disseminating futuring bibliographies.

By promoting leadership development.

By sponsoring joint conferences with other professional organizations.

By encouraging the merger of library and audiovisual associations.

By encouraging periodic revisions of the national guidelines.

By working with library/media and education training programs.

By keeping legislators informed.

APPENDIX E-1

TABLE 4.1

RECOMMENDED ROLES FOR THE SCHOOL LIBRARY MEDIA SPECIALIST OF THE FUTURE
ARRANGED BY MEAN SCORES

Mean		Role Statement
1.13	24.	Become knowledgeable about the implications of media for learning, both in school and out, and use this knowledge with teachers to develop and revise curriculum.
1.15	18.	Accommodate individual learning styles and abilities by providing an appropriate number and variety of instructional and informational resources.
1.24	23.	Become knowledgeable about the total context of instruction--theories, methods, and applications--so that media support can be properly integrated.
1.24	26.	Help teachers develop flexibility in teaching styles by providing alternatives (options) in resources and by helping them to select appropriate alternatives for specific purposes.
1.24	46.	Identify and acquire instructional resources in all formats which are appropriate to implement the teaching/learning goals of the school.
1.24	47.	Be alert to new instructional resources, new ways of using resources for instruction, and new sources for obtaining media and media services.
1.24	52.	Project role of facilitator and helper, rather than of custodian and gate-keeper.
1.26	19.	Stimulate the effective and creative utilization of media to enhance learning by helping teachers relate appropriate learning theory, behavioral objectives, and instructional purposes to their selection of media to meet specific learner needs.
1.30	38.	Become aware of the power and potential of outside school resources--people, places, institutions, events natural phenomenon--for communicating; assist teachers to incorporate them into learning experiences for students.
1.33	58.	Provide in-service training and/or direct support to everyone requiring assistance in proper and effective utilization of media.
1.43	48.	Develop differentiated media staffs, composed of professionals and para-professionals, who bring subject orientations and specialized skills to the solution of instructional problems.
1.46	40.	Participate in existing (or initiate development of) information networks (regional, state, national, and/or world) so that users have greatest possible access to information.

APPENDIX E-2

Mean		Role Statement
1.63	50.	Provide a total learning environment by removing existing constraints, e. g., fixed time periods and discrete classroom space, and by substituting flexible use of time, space, and media as determined by instructional needs.
1.70	4.	Use knowledge of research findings and of current developments in technology and instruction to stimulate educational innovations which provide improved learning opportunities.
1.74	32.	Assume full role and responsibility of a teacher by providing leadership in activities such as curriculum development and team teaching; in effect, participate as a working member of every department, discipline, or grade level instructional team.
1.80	36.	Assist other educators to re-orient school from a primary function of transmitting information to one of developing independent learning skills.
1.91	3.	Disseminate and interpret findings of current research and development activities which relate to instruction and learning.
1.91	21.	Make joy a part of the scene.
1.96	42.	Establish the school library media center as the bibliographic control center for the school by providing bibliographies, catalogs, and other locational tools to permit access to all available information and resources.
1.98	51.	Fit the goals and purposes of the school library media center to those of the school and community by including parents, teachers, administrators, and students in policy determinations and planning activities.
2.02	54.	Develop an "autonomous learning laboratory," an experience center going beyond the cognitive realm to include opportunity for sensory development (provide materials, time, space, and facilities for touching, tasting, feeling, acting, creating, and experiencing in music, film, art, etc.)
2.04	16.	Encourage and participate in the training of students to communicate and express their ideas through a variety of media.
2.04	45.	Convert needs assessment data into programs of relevant and effective services.
2.07	6.	Help teachers to evaluate and modify existing resources to meet specific needs of learners.

APPENDIX E-3

Mean		Role Statement
2.09	10.	Initiate, design, and implement appropriate procedures for evaluating media services in terms of cost effectiveness, value for learner, value for teacher, and need for improvement.
2.09	28.	Seek opportunities for self-education, especially in the areas of technology and new education developments.
2.11	44.	Assess the information and learning resources needs of the several constituent populations of the school and community.
2.13	31.	Participate in high-level (administrative) decision making concerning total learning experiences for students.
2.13	43.	Facilitate communication between students, teachers, and community by suggesting and providing appropriate media.
2.17	2.	Keep informed about current research and development activities which effect changes in learning theory and instructional practices.
2.17	17.	Develop desirable reading, viewing, and listening patterns, attitudes, and habits through the use of media.
2.17	27.	Assist users to analyze teaching and learning problems; suggest strategies and techniques for solving them.
2.17	37.	Help students and teachers understand the unique message communicated by each medium in addition to the content being communicated.
2.22	8.	Make available information regarding the validation (instructional effectiveness) of print and non-print resources.
2.22	12.	Help teachers design instructional resources which are consistant with valid learning theory and which meet learners' needs.
2.22	29.	Become directly involved with teachers in diagnosis and prescription of learning experiences.
2.24	1.	Keep informed about technological developments (failures as well as successes) which relate to instruction and learning.
2.26	35.	Use media to prepare students to function efficiently in a rapidly-changing technological society.
2.33	11.	Help teachers and learners evaluate (validate) self-designed and produced instructional resources.
2.33	33.	Help teachers apply principles of instructional development (statement of objectives, systems analysis, evaluation) to curriculum development activities.

APPENDIX E-4

Mean		Role Statement
2.35	9.	Evaluate the effectiveness of learning experiences, especially the contribution of media to the learning.
2.37	56.	Protect the autonomy of the learner and his right to decide what he will learn.
2.39	7.	Anticipate teacher/learner needs through a program of continuous evaluation of existing resources in all formats.
2.41	30.	Provide leadership in providing for individual, rather than group, learning.
2.41	34.	Develop in students a desire and a capability for life-long learning outside formal instruction.
2.48	57.	Serve as liaison between school and other agencies in the area that are forming coalitions for sharing resources and information.
2.57	15.	Provide appropriate raw materials, necessary tools and equipment, and ready access so that teachers and learners can use them to create and to learn.
2.72	25.	Demonstrate that technology can be employed for humanistic purposes.
2.74	14.	Encourage and help students to design their own instruction in lieu of prescribed instruction.
2.74	53.	Plan instructional facilities that permit activities implicit in behaviorial, developmental, and interactive theories of learning.
2.91	5.	Participate in on-going applied research, e. g., relate use of media to shaping of positive attitudes and self image, appraise efficiency and effectiveness of various methods of instruction.
2.93	49.	Organize resources and data about them in a facility open to the learner 24 hours every day, or make resources and data available through remote computer-based access systems.
2.98	22.	In helping others to use media, teach both the broad commonalities and the distinctions of creative inquiry in the humanities, social sciences, and sciences.
3.13	20.	Initiate and implement the encounter between learner and resource, i. e., provide the motivation and actual teaching function through such mediated experiences as IPI and CAI.
3.28	13.	Help teachers and learners produce self-designed instructional resources which satisfy artistic standards.

APPENDIX E-5

Mean	Role Statement
3.35	39. Facilitate access to, and continuous updating of, information by using a computerized or similar technological storage and retrieval system.
3.67	55. Justify your existence in terms of delivered service.
4.39	41. Search for and provide information needed by students, rather than ask them to search for themselves.

APPENDIX E-6

A STUDY OF THE ROLES OF THE SCHOOL LIBRARY MEDIA SPECIALIST OF THE FUTURE

Delphi Questionnaire II

Name_____

Research

High				Low	
1	2	3	4	5	1. Keep informed about technological developments (failures as well as successes) which relate to instruction and learning.
1	2	3	4	5	2. Keep informed about current research and development activities which effect changes in learning theory and instructional practices.
1	2	3	4	5	3. Disseminate and interpret findings of current research and development activities which relate to instruction and learning.
1	2	3	4	5	4. Use knowledge of research findings and of current developments in technology and instruction to stimulate educational innovations which provide improved learning opportunities.
1	2	3	4	5	5. Participate in on-going applied research, e. g., relate use of media to shaping of positive attitudes and self image, appraise efficiency and effectiveness of media services, evaluate effectiveness of various methods of instruction.

Evaluation

1	2	3	4	5	6. Help teachers to evaluate and modify existing resources to meet specific needs of learners.
1	2	3	4	5	7. Anticipate teacher/learner needs through a program of continuous evaluation of existing resources in all formats.
1	2	3	4	5	8. Make available information regarding the validation (instructional effectiveness) of print and non-print resources.
1	2	3	4	5	9. Evaluate the effectiveness of learning experiences, especially the contribution of media to the learning.
1	2	3	4	5	10. Initiate, design, and implement appropriate procedures for evaluating media services in terms of cost effectiveness, value for learner, value for teacher, and need for improvement.
1	2	3	4	5	11. Help teachers and learners evaluate (validate) self-designed and produced instructional resources.

APPENDIX E-7

Design and Production

High				Low	
1	2	3	4	5	12. Help teachers design instructional resources which are consistent with valid learning theory and which meet learners' needs.
1	2	3	4	5	13. Help teachers and learners produce self-designed instructional resources which satisfy artistic standards.
1	2	3	4	5	14. Encourage and help students to design their own instruction in lieu of prescribed instruction.
1	2	3	4	5	15. Provide appropriate raw materials, necessary tools and equipment, and ready access so that teachers and learners can use them to create and to learn.

Utilization

1	2	3	4	5	16. Encourage and participate in the training of students to communicate and express their ideas through a variety of media.
1	2	3	4	5	17. Develop desirable reading, viewing, and listening patterns, attitudes, and habits through the use of media.
1	2	3	4	5	18. Accommodate the individual learning styles and abilities by providing an appropriate number and variety of instructional and informational resources.
1	2	3	4	5	19. Stimulate the effective and creative utilization of media to enhance learning by helping teachers relate appropriate learning theory, behavioral objectives, and instructional purposes to their selection of media to meet specific learner needs.
1	2	3	4	5	20. Initiate and implement the encounter between learner and resource, i. e., provide the motivation and actual teaching function through such mediated experiences as IPI and CAI.

Instruction

1	2	3	4	5	21. Make joy a part of the scene.
1	2	3	4	5	22. In helping others to use media, teach both the broad commonalities and the distinctions of creative inquiry in the humanities, social sciences, and sciences.
1	2	3	4	5	23. Become knowledgeable about the total context of instruction--theories, methods, and applications--so that media support can be properly integrated.

High				Low		
1	2	3	4	5	24.	Become knowledgeable about the implications of media for learning, both in school and out, and use this knowledge with teachers to develop and revise curriculum.
1	2	3	4	5	25.	Demonstrate that technology can be employed for humanistic purposes.
1	2	3	4	5	26.	Help teachers develop flexibility in teaching styles by providing alternatives (options) in resources and by helping them to select appropriate alternatives for specific purposes.
1	2	3	4	5	27.	Assist users to analyze teaching and learning problems; suggest strategies and techniques for solving them.
1	2	3	4	5	28.	Seek opportunities for self-education, especially in the areas of technology and new educational developments.
1	2	3	4	5	29.	Become directly involved with teachers in diagnosis and prescription of learning experiences.
1	2	3	4	5	30.	Provide leadership in providing for individual, rather than group, learning.
1	2	3	4	5	31.	Participate in high-level (administrative) decision making concerning total learning experiences for students.
1	2	3	4	5	32.	Assume full role and responsibility of a teacher by providing leadership in activities such as curriculum development and team teaching; in effect, participate as a working member of every department, discipline, or grade level instructional team.
1	2	3	4	5	33.	Help teachers apply principles of instructional development (statement of objectives, systems analysis, evaluation) to curriculum development activities.
1	2	3	4	5	34.	Develop in students a desire and a capability for lifelong learning outside formal instruction.
1	2	3	4	5	35.	Use media to prepare students to function efficiently in a rapidly-changing technological society.
1	2	3	4	5	36.	Assist other educators to re-orient school from a primary function of transmitting information to one of developing independent learning skills.

Communication (Information management)

1	2	3	4	5	37.	Help students and teachers understand the unique message communicated by each medium in addition to the content being communicated.

High				Low	
1	2	3	4	5	38. Become aware of the power and potential of outside school resources--people, places, institutions, events, natural phenomenon--for communicating; assist teachers to incorporate them into learning experiences for students.
1	2	3	4	5	39. Facilitate access to, and continuous updating of, information by using a computerized or similar technological storage and retrieval system.
1	2	3	4	5	40. Participate in existing (or initiate development of) information networks (regional, state, national, and/or world) so that users have greatest possible access to information.
1	2	3	4	5	41. Search for and provide information needed by students, rather than ask them to search for themselves.
1	2	3	4	5	42. Establish the school library media center as the bibliographic control center for the school by providing bibliographies, catalogs, and other locational tools to permit access to all available information and resources.
1	2	3	4	5	43. Facilitate communication between students, teachers, and community by suggesting and providing appropriate media.

Management

High				Low	
1	2	3	4	5	44. Assess the information and learning resources needs of the several constituent populations of the school and community.
1	2	3	4	5	45. Convert needs assessment data into programs of relevant and effective services.
1	2	3	4	5	46. Identify and acquire instructional resources in all formats which are appropriate to implement the teaching/learning goals of the school.
1	2	3	4	5	47. Be alert to new instructional resources, new ways of using resources for instruction, and new sources for obtaining media and media services.
1	2	3	4	5	48. Develop differentiated media staffs, composed of professionals and para-professionals, who bring subject orientations and specialized skills to the solution of instructional problems.

High				Low		
1	2	3	4	5	49.	Organize resources and data about them in a facility open to the learner 24 hours every day, or make resources and data available through remote computer-based access systems.
1	2	3	4	5	50.	Provide a total learning environment by removing existing constraints, e. g., fixed time periods and discrete classroom space, and by substituting flexible use of time, space, and media as determined by instructional needs.
1	2	3	4	5	51.	Fit the goals and purposes of the school library media center to those of the school and community by including parents, teachers, administrators, and students in policy determinations and planning activities.
1	2	3	4	5	52.	Project role of facilitator and helper, rather than of custodian and gate-keeper.
1	2	3	4	5	53.	Plan instructional facilities that permit activities implicit in behavioral, developmental, and interactive theories of learning.
1	2	3	4	5	54.	Develop an "autonomous learning laboratory," an experience center beyond the cognitive realm to include opportunity for sensory development (provide materials, time, space, and facilities for touching, tasting, feeling, acting, creating, and experiencing in music, film, art, etc.)
1	2	3	4	5	55.	Justify your existence in terms of delivered service.
1	2	3	4	5	56.	Protect the autonomy of the learner and his right to decide what he will learn.
1	2	3	4	5	57.	Serve as liaison between school and other agencies in the area that are forming coalitions for sharing resources and information.
1	2	3	4	5	58.	Provide in-service training and/or direct support to everyone requiring assistance in proper and effective utilization of media.